Charter School Authorizing Oversight Handbook
2022-2023

501 7TH Street, Rockford, IL 61104
815-966-3000 https://www.rps205.com/

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Oversight Policies

Introduction and Purpose

The purpose of this handbook is to establish charter school oversight and evaluation guidelines for Rockford Public Schools (RPS). RPS adopts this handbook to ensure that charter school monitoring and accountability processes will be transparent, merit-based, comprehensive, and equitable. These policies pertain to all charter schools authorized by RPS and serve two purposes: to hold RPS-authorized charter schools accountable, while simultaneously safeguarding charter schools' autonomy. RPS acknowledges that the policies and expectations, described below, may evolve over time, based on the needs of RPS and the schools in its portfolio.

Charter School Performance Report

Rockford Public School's Performance Report establishes clear and transparent standards for charter school academic, organizational, and financial performance. The Charter School Performance Report is the primary measurement of charter school performance and guides decision making over the course of the charter term, including ongoing monitoring, annual assessments, and renewal criteria.

The Charter School Performance Report is incorporated in the charter contract and guided by the Illinois Charter Schools Law and national best practices in charter school authorizing. The Performance Report considers relevant State and Federal laws, while respecting a charter school's autonomy to make decisions in the best interests of its students, families, and staff.

On an annual basis, RPS evaluates charter school outcomes according to the measures and targets included in the Charter School Performance Report.

RPS's Performance Report contains a rating system centered on the following domain, categories, and measures across academic, organizational, and financial performance.

DOMAIN 1: ACADEMIC PERFORMANCE	
CATEGORY	**MEASURE**
1. Quality Instruction	a. Student Proficiency
	b. Student Growth
	c. High School Measures (if applicable)
2. Climate and Culture	a. Enrollment to Contract %
	b. Student Voice
3. Governance and Finance	a. Financial Composite Score
	b. Governance and Compliance
	c. Renewal Site Visit[1]

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[1] Ratings for this section are included in a school's renewal year only.

Each measure will receive a rating of Exceeds Standard, Meets Standard, Approaching Standard, or Does Not Meet Standard, based on a set of specific numeric targets or descriptive indicators.

For a full description of all aspects of the Charter School Performance Report – including domains, categories, measures, and targets/indicators – see Appendix A.

Description of Oversight Policies

The fundamental responsibility of Rockford Public Schools, as an authorizer, is to ensure quality charter school oversight that maintains high standards of school performance, upholds school autonomy, and safeguards student and public interests. One of the primary mechanisms for fulfilling this responsibility is a comprehensive oversight system that monitors school performance and upholds accountability for performance in relation to established expectations. The components of this oversight system are described below.

A. Data and Document Sharing
- All schools are required to submit data and documents to RPS on an annual basis according to the master calendar of reporting requirements, which is shared with schools on an annual basis through [Basecamp](). Rockford Public Schools reviews these data and documents to evaluate academic, organizational, and financial performance in relation to measures in the Charter School Performance Framework.

B. Site Visits
- **Renewal Site Visit:** In the final year of a charter term, Rockford Public Schools conducts a renewal site visit, typically occurring in October through December. The renewal report is made publicly available by November 1 of the following school year. More information is provided below in Section F. Renewal.
- **Compliance Site Visits:** Rockford Public Schools may conduct compliance-focused site visits on an as-needed basis.

C. Annual Report
- On an annual basis, Rockford Public Schools prepares an annual report for each school in its portfolio. This report aligns to Rockford Public Schools' Charter School Performance Report and presents ratings for each applicable measure. The annual report serves to identify how each charter school is performing in relation to the standards utilized for renewal.
- Annual reports are publicly available and published in a format that is understandable by all stakeholders, including charter schools, Board members, families, students, and community members. The template for the annual report can be found in Appendix B.

D. Meetings
- While Rockford Public Schools does not require any formalized meetings as part of a school's charter agreement, it may convene meetings should the need emerge (e.g., instances of misconduct or noncompliance). Additionally, Rockford Public Schools may convene authorized charter schools to relay important updates, share best practices, and participate in and/or provide opportunities for professional development or technical assistance.

E. Intervention
- The relationship between Rockford Public Schools and its charter schools is based on granting increased flexibility and autonomy for the promise of results. However, there may be times when concerns arise related to underperformance or noncompliance; at that point, further correspondence and intervention beyond standard oversight functions is undertaken.
- If instances of a school's performance or compliance fall below measures in the Charter School Performance Report, the quarterly Accountability Record, or other contractual provisions and meets the conditions for intervention, Rockford Public Schools may implement subsequent consequences at any point in the charter school term. These consequences may increase in

severity according to the seriousness and duration of the trigger issue and may be used as a basis for a recommendation of revocation or nonrenewal of a charter schools' charter. Rockford Public Schools has established intervention tiers corresponding to a range of performance levels and tied to appropriate consequences. A more detailed description of the intervention tiers and protocol can be found in Appendix C.

F.   Renewal

- A charter renewal process, conducted during the final year of a charter school's term, is the culminating oversight function for a current charter agreement. Ratings from annual reports during each year of the charter term drive the ultimate renewal decision. For further details regarding terms of renewal, see the Renewal Policy found in Appendix D.

- In the final year of a school's charter term, Rockford Public Schools conducts a renewal site visit to better understand the effectiveness of school practices. The renewal site visit is guided by the Renewal Site Visit Protocol found in Appendix E. This Protocol presents the expectations for the site review team and charter schools prior to, during, and after the visit – including review of documents and data, classroom observations, and stakeholder interviews.

Preserving and Enhancing Charter School Autonomy
The charter school's legally afforded autonomies are presented in statute and the charter contract. These autonomies include:

- Rockford Public Schools respects charter schools' authority over its day-to-day operations.

- Rockford Public Schools collects information from the charter schools that it oversees in a manner that minimizes administrative burdens on the charter schools, while ensuring that performance and compliance information is collected with sufficient detail and timeliness to protect student and public interests.

- Rockford Public Schools focuses its evaluation efforts on the performance standards set forth in the Charter School Performance Framework and presents its analyses in a straightforward manner that clearly indicates whether a charter school is meeting or making progress toward meeting the standards and criteria for renewal. Evaluation reports and presentations will not prescribe solutions to those areas not meeting standards and identified in need of improvement, except for any area of noncompliance as required by Federal or State law.

- Rockford Public Schools will periodically review its compliance requirements and evaluation and intervention procedures to uphold charter school autonomy based on flexibility in the law, streamlining requirements, demonstrated school performance, or other considerations.

Charter School Performance Report
2022-2023

Charter School Performance Report

Executive Summary – XX Charter School

Quality Instruction = 75%			
1. Student Proficiency	**1A** % Proficiency Reading	**1B** % Proficiency Math	**1C*** % Proficiency Writing
Annual Ratings	'18 '19 '20	'18 '19 '20	'18 '19 '20
2. Student Growth	**2A** Reading Growth	**2B** Math Growth	**2C*** Writing Growth
Annual Ratings	'18 '19 '20	'18 '19 '20	'18 '19 '20
3. High School Measures	**3A** Graduation Rate	**3B** Freshman Ontrack	
Annual Ratings	'18 '19 '20	'18 '19 '20	
Climate & Culture = 10%			
4. Climate & Culture	**4A** Enrollment to Contract %	**4B** Student Voice	
Annual Ratings	'18 '19 '20	'18 '19 '20	
Governance and Finance = 15%			
5. Governance & Finance	**5A** Cash Flow	**5B** Governance & Compliance	**5C** Renewal Site Visit
Annual Ratings	'18 '19 '20	'18 '19 '20	'18 '19 '20
Renewal Recommendation:	•		

*Indicator is worth one-half of the other indicators

BLUE = Exceeds Standards   GREEN = Meets Standards   YELLOW = Does Not Meet Standards.
RED = Far Below Standards   GREY = Metric Data Not Available

1. PROFICIENCY

1A Percentage of Students Meeting Proficiency in Reading

- *Percentage of students achieving proficiency in Reading as measured by the Illinois Assessment of Readiness (IAR) or the current State assessment.*

Far Below	Does Not Meet	Meets Standards	Exceeds Standards
<District Average	RPS Avg.-<10% IL Avg.	Within 10% of IL Avg.	>10% IL Avg.

Comments:
-

1B Percentage of Students Meeting Proficiency in Math

- *Percentage of students achieving proficiency in math as measured by the Illinois Assessment of Readiness (IAR) or the current State assessment.*

Far Below	Does Not Meet	Meets Standards	Exceeds Standards
<District Average	RPS Avg.-<10% IL Avg.	Within 10% of IL Avg.	>10% IL Avg.

Comments:
-

1C Percentage of Students Meeting Proficiency in Writing*

- *Percentage of students achieving proficiency in writing as measured by the Illinois Assessment of Readiness (IAR) or the current State assessment.*

Far Below	Does Not Meet	Meets Standards	Exceeds Standards
<District Average	RPS Avg.-<10% IL Avg.	Within 10% of IL Avg.	>10% IL Avg.

Comments:
-

Indicator is worth one-half of the other indicators

2. STUDENT GROWTH

2A Percentage of Students Meeting Growth in Reading*

- *Percentage of students meeting expected growth in reading as measured by growth using linear regression among grade levels on the Illinois Assessment of Readiness (IAR) or the current State assessment.*

Far Below	Does Not Meet	Meets Standards	Exceeds Standards
<40%	40-49.9%	50-74%	>75%

Comments:
-

2B Percentage of Students Meeting Growth in Math*

- *Percentage of students meeting expected growth in reading as measured by growth using linear regression among grade levels on Illinois Assessment of Readiness (IAR) or the current State assessment.*

Far Below	Does Not Meet	Meets Standards	Exceeds Standards
<40%	40-49.9%	50-74%	>75%

Comments:
-

2C Percentage of Students Meeting Growth in Writing** +

- *Percentage of students meeting expected growth in reading as measured by growth using linear regression among grade levels on Illinois Assessment of Readiness (IAR) or the current State assessment.*

Far Below	Does Not Meet	Meets Standards	Exceeds Standards
<40%	40-49.9%	50-74%	>75%

Comments:
-

+ Indicator is worth one-half of the other indicators

*Thresholds are determined by the ISBE Indexed Linear Regression Growth Model data for ESSA accountability.
**Growth is determined by Year-over-Year changes as ISBE does not index writing scores.

3. HIGH SCHOOL MEASURES

3A Four-Year Graduation Rate

- *The percentage of the school's students who graduate in four years.*
- *Adjusted graduation cohort rate methodology implemented by ISBE.*

Far Below	Does Not Meet	Meets Standards	Exceeds Standards
<75%	>75%, <80%	>80%, <90%	>90%

Comments:
-

3B Freshman Ontrack

- *Percentage of 9th grade students who are on track for graduation as measured by ISBE.*

Far Below	Does Not Meet	Meets Standards	Exceeds Standards
> District average	Meets district average	Meets state average	> State average

Comments:
-

4. CLIMATE & CULTURE

4A Enrollment to Contract Percentage

- *Percentage of enrolled students in comparison to the number of enrolled students included in the charter contract.*

Far Below	Does Not Meet	Meets Standards	Exceeds Standards
<70%	70%-79%	80-89%	>90%

Comments:
-

4B Student Voice

- *Percentage of students who responded to the 5Essentials survey.*

	Does Not Meet	Meets Standards	
	< 80%	>80%	

Comments:
-

5. GOVERNANCE & FINANCE

5A Financial Composite Score

- *The school's financial composite score[2] uses a ratio methodology that combines elements from the audited financial statements into a single blended score.*

Does Not Meet	Approaching Standard	Meets Standard	
Fiscally unhealthy with a score of -1.0 to 0.9	Fiscally adequate with a score of 1.0 to 1.4	Fiscally healthy with a score of 1.5 to 3.0	

Composite Score Ranges:
1.5 to 3.0 = School is fiscally healthy enough to "meet standard" and is considered fiscally strong. Additional monitoring or oversight not required.
1.0 to 1.4 = School is approaching the "meets standard" rating and is fiscally adequate. Additional monitoring or oversight may be needed but is not required.
-1.0 to 0.9 = School "does not meet standard," is not fiscally healthy, and needs monitoring.

Comments:
-

5B Governance & Compliance

- *Notices from the authorizer's Intervention Protocol have been resolved fully and in a timely manner.*

Far Below	Does Not Meet	Meets Standards	Exceeds Standards
> 1 unresolved intervention notices	1 unresolved intervention notice	No unresolved intervention notices	No intervention notices issued

Comments:
-

5C Renewal Site Visit

- *Results from a Renewal Site Visit conducted in the year of renewal. The score is an average of the 10 ratings (1-Not Effective, 2-Developing, 3-Effective, 4-Highly Effective).*

Far Below	Does Not Meet	Meets Standards	Exceeds Standards
1	2	3	4

Comments:
-

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[2] The composite score is derived from three ratios; Primary Reserve Ratio (Expendable Net Assets / Total Expenses), Equity Ratio (Modified Net Assets / Modified Assets), and Net Income Ratio (Change in Unrestricted Net Assets / Total Unrestricted Revenue).

NOTES

Appendix B

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ANNUAL REPORT
2020-2021 School Year
Charter School Name

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REPORT PURPOSE

Rockford Public Schools produces an annual report for each charter school it authorizes. The annual report provides ratings for the following aspects of the Charter School Performance Report:

- Academic Performance,
- Organizational Performance, and
- Financial Performance.

The Charter School Performance Report, found on the Rockford Public Schools website, provides a detailed outline of the categories, measures, and targets/indicators evaluated within each domain. This Framework supports high expectations for students and holds schools accountable for results.

The annual report demonstrates outcomes in relation to these expectations and serves as a roadmap for success during the renewal process at the end of the charter term. Rockford Public Schools reviews a multitude of documents and data points remotely and on-site and conducts school and classroom observations to inform the ratings and details provided below. These ratings, and the supporting evidence, serve as the primary indicators of a renewal recommendation.

Table of Contents

GENERAL INFORMATION

Year Opened	
Current Contract Term	
Address	
Board Chair	
School Leader	
Charter Management Organization	
School Website	
Mission	

GRADES AND ENROLLMENT

School Year	Grades Served	Total Enrollment *as of October 1*	Maximum Authorized Enrollment
2017-18			
2018-19			
2019-20			
2020-21			

State Report Card Information

The Illinois State Report Card can be found here, which includes the following information:
- School snapshot;
- Academic progress;
- School environment;
- Student enrollment information;
- Accountability status;
- Teacher and administrator demographics; and
- Other school highlights.

1. PROFICIENCY

1A Percentage of Students Meeting Proficiency in Reading

- *Percentage of students achieving proficiency in Reading as measured by the Illinois Assessment of Readiness (IAR) or the current State assessment.*

Far Below	Does Not Meet	Meets Standards	Exceeds Standards
<District Average	RPS Avg.-<10% IL Avg.	Within 10% of IL Avg.	>10% IL Avg.

Comments: ●

1B Percentage of Students Meeting Proficiency in Math

- *Percentage of students achieving proficiency in math as measured by the Illinois Assessment of Readiness (IAR) or the current State assessment.*

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<District Average	RPS Avg.-<10% IL Avg.	Within 10% of IL Avg.	>10% IL Avg.

Comments: ●

1C Percentage of Students Meeting Proficiency in Writing*

- *Percentage of students achieving proficiency in writing as measured by the Illinois Assessment of Readiness (IAR) or the current State assessment.*

Far Below	Does Not Meet	Meets Standards	Exceeds Standards
<District Average	RPS Avg.-<10% IL Avg.	Within 10% of IL Avg.	>10% IL Avg.

Comments: ●

*Indicator is worth one-half of the other indicators

2. STUDENT GROWTH

2A Percentage of Students Meeting Growth in Reading*

- *Percentage of students meeting expected growth in reading as measured by growth using linear regression among grade levels on the Illinois Assessment of Readiness (IAR) or the current State assessment.*

Far Below	Does Not Meet	Meets Standards	Exceeds Standards
<40%	40-49.9%	50-74%	>75%

Comments:
-

2B Percentage of Students Meeting Growth in Math*

- *Percentage of students meeting expected growth in reading as measured by growth using linear regression among grade levels on Illinois Assessment of Readiness (IAR) or the current State assessment.*

Far Below	Does Not Meet	Meets Standards	Exceeds Standards
<40%	40-49.9%	50-74%	>75%

Comments:
-

2C Percentage of Students Meeting Growth in Writing** +

- *Percentage of students meeting expected growth in reading as measured by growth using linear regression among grade levels on Illinois Assessment of Readiness (IAR) or the current State assessment.*

Far Below	Does Not Meet	Meets Standards	Exceeds Standards
<40%	40-49.9%	50-74%	>75%

Comments:
-

+ Indicator is worth one-half of the other indicators

*Thresholds are determined by the Illinois State Board of Education (ISBE) Indexed Linear Regression Growth Model data for Every Student Succeeds Act (ESSA) accountability.
**Growth is determined by year-over-Year changes as ISBE does not index writing scores.

3. HIGH SCHOOL MEASURES

3A Four-Year Graduation Rate

- *The percentage of the school's students who graduate in four years.*
- *Adjusted graduation cohort rate methodology implemented by ISBE.*

Far Below	Does Not Meet	Meets Standards	Exceeds Standards
<75%	>75%, <80%	>80%, <90%	>90%

Comments:
- ●

3B Freshman Ontrack

- *Percentage of 9th grade students who are on track for graduation as measured by ISBE.*

Far Below	Does Not Meet	Meets Standards	Exceeds Standards
> District average	Meets district average	Meets state average	> State average

Comments:
- ●

4. CLIMATE & CULTURE

4A Enrollment to Contract Percentage

- *Percentage of enrolled students in comparison to the number of enrolled students included in the charter contract.*

Far Below	Does Not Meet	Meets Standards	Exceeds Standards
<70%	70%-79%	80-89%	>90%

Comments:
- ●

4B Student Voice

- *Percentage of students who responded to the 5Essentials survey.*

	Does Not Meet	Meets Standards	
	< 80%	>80%	

Comments:
- ●

5. GOVERNANCE & FINANCE

5A Financial Composite Score

- *The school's financial composite score[3] uses a ratio methodology that combines elements from the audited financial statements into a single blended score.*

Does Not Meet	Approaching Standard	Meets Standard	
Fiscally unhealthy with a score of -1.0 to 0.9	Fiscally adequate with a score of 1.0 to 1.4	Fiscally healthy with a score of 1.5 to 3.0	

Composite Score Ranges:
1.5 to 3.0 = School is fiscally healthy enough to "meet standard" and is considered fiscally strong. Additional monitoring or oversight not required.
1.0 to 1.4= School is approaching the "meets standard" rating and is fiscally adequate. Additional monitoring or oversight may be needed but is not required.
-1.0 to 0.9 = School "does not meet standard," is not fiscally healthy, and needs monitoring.

Comments:
-

5B Governance & Compliance

- *Notices from the authorizer's Intervention Protocol have been resolved fully and in a timely manner.*

Far Below	Does Not Meet	Meets Standards	Exceeds Standards
> 1 unresolved intervention notices	1 unresolved intervention notice	No unresolved intervention notices	No intervention notices issued

Comments:
-

5C Renewal Site Visit

- *Results from a Renewal Site Visit conducted in the year of renewal. The score is an average of the 10 ratings (1-Not Effective, 2-Developing, 3-Effective, 4-Highly Effective).*

Far Below	Does Not Meet	Meets Standards	Exceeds Standards
1	2	3	4

Comments:
-

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[3] The composite score is derived from three ratios; Primary Reserve Ratio (Expendable Net Assets / Total Expenses), Equity Ratio (Modified Net Assets / Modified Assets), and Net Income Ratio (Change in Unrestricted Net Assets / Total Unrestricted Revenue).

Fiscal Dashboard Summary

The Fiscal Dashboard is a data warehousing and analysis tool that shows the five-year financial history for every charter school Rockford Public Schools authorizes. In cases in which a school has been open for less than five years, the compiled information begins the year a school was granted its charter. The financial history contains up to five years of information gathered from School Board-approved audits. The numbers are broken down into school assets, liabilities, operating revenue, and expenses. The school analysis data includes a financial composite score, as well as other commonly used ratios, represented in the grid below, to measure the fiscal stability of a school. Fiscal ratios are used to interpret the numbers found in audited financial statements; they can help answer critical questions such as whether the school is carrying excess debt and is acting in a fiscally responsible manner.

Rockford authorized schools operate on a July 1st through June 30th fiscal year. Once the fiscal year is complete, a school is required to complete and submit its annual audited financial statements. At that time, the information provided in those audits schedules are inputted/uploaded to the Fiscal Dashboard. The grid below represents what the dashboard indicated on June 30 and represents July 1-June 30 of the previous fiscal year.

Indicator	Explanation	Rating as of June 30
5a1	Working Capital (Current) Ratio - Indicates if a school has enough short-term assets to cover its immediate liabilities/short term debt.	<insert does not meet, approaches standard, meets standard>
5a2	Unrestricted Days Cash - Indicates solvency and the school's ability to pay debts and claims as they come due.	
5a3	Total Margin - Measures and examines the deficit or surplus a school yields out of its total revenues as a function of its expenses; in other words, whether the school is living within its available resources.	
5a4	Debt to Asset - Indicates what proportion of debt a school has relative to its assets.	
5a5	Cash Flow - indicates a school's change in cash balance from one period to another.	

See Appendix F for full details regarding the Fiscal Dashboard.

Charter School Accountability Record Summary

On a quarterly basis, Rockford charter schools are required to submit documentation and adhere to requirements outlined in the Charter School Accountability Record. The Charter School Accountability Record is then completed by the authorizing department following the submission of required documentation. Any compliance issues uncovered as part of the Accountability Record review will be addressed as part of the formal Intervention Protocol, found in Appendix C.

The results of these report findings are found below.

Report Date	Instances of Non-Compliance	Additional Notes

See Appendix G for full details regarding the Accountability Record.

Appendix C

Intervention Protocol

Introduction and Overview

Rockford Public Schools has established an intervention protocol for how it responds to underperformance and noncompliance in a fair, transparent, and consistent manner. This intervention protocol describes merit-based interventions, up to revocation if appropriate, in response to evident deficiencies in a school's record of academic, organizational, or financial performance.

The following Table of Interventions outlines the general conditions that may trigger interventions by Rockford Public Schools, including types of actions and consequences. The outlined procedures are not a step-by-step process. Rockford Public Schools reserves the right to skip levels of intervention, as necessary, and to move toward immediate revocation in the case of a school's financial insolvency or if the school poses a significant risk to the health or safety of students.

Conditions that Trigger Intervention

The conditions that may trigger intervention are directly aligned to performance expectations outlined in Rockford Public Schools' Charter School Performance Report. The conditions that could trigger intervention include:

- Failure to meet academic performance expectations, as defined by the Academic Performance Framework;
- Failure to meet indicators of financial health, sustainability, or management;
- Violations of applicable law and/or breaches of contract;
- Issues pertaining to student safety, equity, or access; and
- Substantiated complaints.

Additionally, interventions could be triggered if requirements in the Accountability Record are not met[4].

Notice

Rockford Public Schools will provide detailed and timely notice of concerns and a reasonable opportunity for schools to remediate any concerns. All notifications to schools will include clear information on consequences for performance deficiencies. Written documentation of a given deficiency will include Rockford Public Schools' specific expectations for remedy, including a timeline. Rockford Public Schools will provide the written notice to the school's Board, as well as to charter management and school-level leadership, as the Board is ultimately responsible for the charter. Should the specific expectations for remedy be met, Rockford Public Schools will provide a subsequent letter affirming resolution.

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[4] See Appendix F for full details regarding the Accountability Report.

Status	Possible Triggers	Results/Notice
Level 1 Notice of Concern	Area(s) of legal/contractual noncompliance identified through annual oversight procedures or other means that do not significantly affect students and can be resolved within an appropriate timeframe. *-or-* Lack of progress toward meeting academic performance measures in the Performance Report. *-or-* Signs of poor fiscal health or management through assessment of financial performance measures and ratios in the Financial Performance Framework or other means. *-or-* Failure to submit required documents on a timely basis[5][6].	By Authorizer: Letter sent to the school's Governing Board detailing areas of concern and action(s) required to address concern. Should evidence of resolution be sufficient, a subsequent letter sent to the school's Governing Board lifting the Notice of Concern. By School: Submission of evidence of concern resolution by the defined timeframe.
Level 2 Notice of Deficiency	Continued and/or more serious area(s) of legal/contractual noncompliance through annual oversight procedures or other means. *-or-* Continued achievement of "far below" in multiple academic performance measures in the Performance Report. *-or-* Continued and/or more serious evidence of poor fiscal health or management through assessment of financial performance measures in the Financial Performance Framework or other applicable means.	By Authorizer: Letter sent to the school's Governing Board detailing areas of deficiency and action(s) required to address deficiency. May require the school to develop a remediation plan with specific improvements, objectives, timelines, and measures. Should evidence of resolution be sufficient, a subsequent letter sent to the school's Governing Board lifting the Notice of Deficiency. By School: Submission of evidence of deficiency resolution. Possible submission of Performance Improvement Plan containing specific

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[5] Rockford charter schools are required to submit documentation, and adhere to requirements, as outlined within their respective charter agreements. The Charter School Accountability Record is a tool that summarizes compliance with those requirements, and is to be completed by the relevant RPS Departments; i.e. Improvement and Innovation, Finance, Facilities, Curriculum, Bilingual, Special Education, and Legal. Any compliance issues uncovered as part of the Accountability Record review will be addressed as part of the formal Intervention Protocol, found in Appendix C.

[6] Specifics regarding required documents can be found in the Accountability Record, Appendix G.

		improvement objectives, technical assistance requirements, and schedule for remedial action-negotiated with RPS.
Level 3 Notice of Probationary Status	Continued and/or severe legal/ contractual noncompliance through annual oversight procedures or other means. *-or-* Continued achievement of "does not meet standard" in multiple academic performance measures in the Performance Report. *-or-* Continued and/or severe concerns regarding the school's financial viability or management through assessment of financial performance measures in the Financial Performance Framework or other applicable means.	By Authorizer: Letter sent to the school's Governing Board detailing areas underlying probation, action(s) required, and expectations for remediation plan, including specific improvements, objectives, timelines, and measures. Mid-term school quality review to assess critical aspects of the school's culture, organization, and academic program. Should evidence of resolution be sufficient, a subsequent letter sent to the school's Governing Board lifting the Notice of Probationary Status. By School: Submission of remediation plan. Submission of evidence of probationary status resolution.
Level 4 Charter Review	Failure to address the terms of the probationary status. *-or-* Extended pattern of severe legal/contractual noncompliance. *-or-* Further evidence of academic underperformance. *-or-* Persistently severe concerns regarding the school's financial viability or management.	By Authorizer: Recommendation to revoke the charter agreement or to impose lesser sanctions, including (but not limited to) adoption of a turnaround plan. Should lesser sanctions be imposed, communication of final decision on revocation consideration as appropriate. By School: Possible submission of turnaround plan.
Level 5 Charter Revocation	Charter review results in recommendation to revoke.	Commencement of charter revocation proceedings consistent with Illinois Charter Law and the charter agreement.

Formal Intervention

Rockford Public Schools will only initiate formal intervention, utilizing the Table of Interventions above, for school deficiencies or violations that are considered "material." According to National Association of Charter Schools Authorizer's (NACSA's) *Core Performance Framework and Guidance*, "As a legal term, something is 'material' if it is relevant and significant. The authorizer should consider whether the information would be relevant and significant to decisions about whether to renew, non-renew, or revoke a charter" (65). For deficiencies or violations that the sponsor does not consider material (e.g., turning in a report a day late), Rockford Public Schools may record the issue and provide the school an informal notification prior to, or instead of, initiating formal intervention.

Appendix D

Renewal Policy

PURPOSE AND BACKGROUND

Consistent with the legislative purposes of the Illinois Charter Schools Law ("Charter Schools Law") and Rockford Public Schools' vision provide a first-class public education for Rockford families, the Board of Education (BOE) adopts this policy in support of a transparent, equitable, merit-based, and comprehensive charter renewal process.

As stipulated in the Charter Schools Law, charter schools are one means school districts have to offer innovative and flexible educational techniques and programs in the public-school system. Beyond simply expanded choice, the legislative declaration includes a focus on bringing new and different opportunities to students and teachers, increasing learning particularly for at-risk pupils, and holding schools accountable for rigorous standards.

Charter schools are granted increased flexibility and autonomy from certain State laws and regulations in exchange for increased accountability for performance outcomes, particularly at the time of renewal. Prior to expiration of a charter school's contract, typically in the last year of the charter term, a comprehensive review is conducted related to academic performance, fiscal management, and legal and contract compliance. The recommendation and decision to renew or non-renew is based on retrospective evaluation of these performance areas across all years of the charter term.

Academic outcomes are given the greatest consideration in informing a renewal recommendation. By holding charter schools to rigorous standards and renewing only those schools that achieve educational excellence aligned with established expectations, the Board of Education fulfills the intent of the Charter Schools Law of accountability for results in exchange for the opportunity to innovate in best meeting the needs of all students.

REVIEW AND DECISION PROCESS

The charter school renewal process is designed to be clear, evidence-based, rigorous, and timely. The key steps of the process are set forth below.

● District staff conduct a renewal site visit to the charter school and the managing entity as applicable, which will typically include the following components:

 1) Interviews with parents/guardians, students, teachers, specialists, administrators, management staff, members of the Board of Trustees, and/or other stakeholders deemed appropriate;

 2) Reviews of documentary evidence related to areas including the educational program, supporting diverse learners, staff development, and leadership and governance; and

 3) School and classroom observations.

 The site visit may take multiple days. District staff may require additional documentation and other evidence or conduct follow-up visits, where necessary and appropriate, but is not required to do so.

● In addition to the renewal site visit, district staff visit the charter school and work with personnel, as needed, to complete file and document review to assess legal and contract compliance.

● The charter school submits a renewal application through Basecamp by September 1 of the last year of its charter term. The Charter Schools Law prescribes only two specific requirements for the renewal proposal: 1) a report on the progress of the charter school in achieving the goals and performance standards of the initial proposal; and 2) a building/campus-level financial statement disclosing

spending categories and costs. District leadership shall develop a renewal proposal template that incorporates these two requirements, which the charter school will be required to complete by the established deadline. The renewal proposal template shall also request the proposed changes to the charter agreement that the charter school desires to incorporate into a future agreement if renewed.

- Within 45 days of receipt of the renewal application, the Board of Education convenes a public meeting to obtain information to assist the Board of Education in its renewal determination.

- District staff prepare a draft renewal report to the Board of Education that includes its preliminary renewal recommendation, findings, and other conclusions. The report is sent to the Board Chair, school leader, and managing entity of the charter school, as applicable, to solicit comment and to ensure the accuracy of evidence and respond to findings contained within the draft report.

- After review and consideration of any comments received, district staff prepare a final report for presentation to the Board of Education that contains district staff's renewal recommendation and forwards a copy to the Board Chair, school leader, and managing entity of the charter school.

- District staff take appropriate steps to ensure that the charter school disseminates the final recommendation to the parents and guardians of students at the charter school.

- When district staff are prepared to make a final recommendation of renewal, a proposed charter agreement for the next charter term is presented to the Board Chair, school leader, and managing entity of the charter school. A form of charter, agreeable to both parties, shall be reached and signed by the charter school Board Chair, prior to the recommendation of renewal being presented to the Board of Education at a public meeting.

- The Board of Education shall consider the recommendation of district staff and the terms and conditions of the proposed charter agreement should the recommendation be for renewal at a public meeting. Both district staff and charter school representatives will be afforded the opportunity to present information relevant for the renewal.

- The Board of Education may accept, reject, or modify district staff's renewal recommendations and proposed contract terms. The Board of Education shall vote, in a public meeting, to either renew or not renew the agreement by, or before, the end of February of the renewal year.

RENEWAL CRITERIA AND OUTCOMES

As specified in the Charter Schools Law, at the end of a charter term, the Board of Education may choose not to renew the charter based on any of the following:

1) Committed a material violation of any of the conditions, standards, or procedures set forth in the charter;
2) Failed to meet or make reasonable progress toward achievement of the content standards or pupil performance standards identified in the charter;
3) Failed to meet generally-accepted standards of fiscal management; and/or
4) Violated any provision of law from which the charter school was not exempted.

The comprehensive review process outlined above, and the accompanying renewal report determine and communicate whether any of these bases are valid and substantiated. The Accountability Plan of a charter agreement stipulates the indicators evaluated within pupil performance, fiscal management, and legal

and charter compliance. Additionally, the charter agreement stipulates areas of organizational compliance for which the charter school is accountable. A renewal recommendation is based on the totality of evidence across the charter term aligned with the Accountability Plan and charter agreement.

To provide a multi-faceted understanding of pupil performance, academic performance is evaluated through multiple indicators, which may include assessment proficiency, student growth, and attendance. School-specific academic goals incorporated into the initial proposal and charter contract are also considered. Finally, the effectiveness of the educational program is evaluated through qualitative site visit data collected from document review, stakeholder engagement, and school and classroom observations.

Given that official student academic data for the last year of a charter term is not available when making a renewal recommendation, quantitative data are considered for years available during the charter term. For subsequent renewals, student academic data for the last year of their previous charter term through the academic year prior to the last year of the charter term are considered under review.

The Charter Schools Law affords authorizers the flexibility to renew a charter in incremental periods and, in consideration of national best practices, the following renewal outcomes are available, as described in the Charter School Quality Renewal Protocol and outlined below:

MATRICES FOR RENEWAL AGREEMENTS

In order to establish universal quality standards for renewing a charter contract, the following thresholds are established for those making such application and the district personnel's consideration of the application.

The Renewal Score is the composite average score of the Annual Performance Reports for the three years preceding the expiration of the current charter agreement. The year preceding the Renewal Application will include a formal Renewal Site Visit. The results of the Renewal Site Visit will be incorporated into the composite score of the last year with complete data prior to submission of the renewal application.

Matrix for Renewal Agreements executed on or before June 30, 2022:

Composite Score:	Renewal Period:	Expansion Allowed:	Notes:
3.1+	Up to the legal maximum time period	Yes	
2.8-3.0	Up to 5 years	Yes	
2.4-2.8	Up to 5 years	No	
1.4-2.3	Up to 3 years	No	Conditions will be incorporated into the renewal agreement
0-1.3	Potential Revocation or Non-Renewal	No	A notice of potential revocation will be issued any year a performance score is within this range[7]

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[7] *An official "notice" schedule will be published with a schedule of notices that include non-renewal and potential revocation criteria beyond the composite score.

Matrix for renewals executed on or after July 1, 2022:

Composite Score:	Renewal Period:	Expansion Allowed:	Notes:
3.4+	Up to the legal maximum time period	Yes	
3.1-3.3	Up to 5 years	Yes	
2.7-3.0	Up to 5 years	No	
1.9.-2.6	Up to 3 years	No	Conditions will be incorporated into the renewal agreement
0-1.9	Potential Revocation or Non-Renewal	No	A Notice of potential revocation will be issued any year a performance score is within this range[8]

APPEALS PROCESS

Subsequent to a non-renewal decision, per 105 ILCS 5/27A-9, the Board of Education and charter school shall comply with required processes in the event of an appeal.

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[8] An official "notice" Schedule will be published with a schedule of notices that include non-renewal and potential revocation criteria beyond the composite score.

NOTES

Appendix E

SchoolWorks
Renewal Site Visit
Protocol
2021

208 College Highway, Box 7
Southwick, Massachusetts 01077
978-921-1647 www.schoolworks.org

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Part I: Introduction

What is the SchoolWorks Renewal Site Visit?

The SchoolWorks Renewal Site Visit (RSV) is a process that educators can use to understand and explain how well schools are working to educate students. The RSV places a team of experienced educators from SchoolWorks and team members from the local organization in a school to collect and analyze data about school performance. The length of the RSV can vary but is typically two days. The RSV is based on a transparent, research-based set of standards – the SchoolWorks Quality Criteria (SQC) – that serve as the framework to understand the effectiveness of school practices. The SQC are used to promote understanding and dialogue between the school and the site visit team through both verbal and written feedback.

What are the SchoolWorks Quality Criteria (SQC)?

The SQC consists of a set of standards used to assess critical aspects of a school's culture, organization, and academic program. SchoolWorks Quality Criteria and indicators are based on research of best educational practices, as well as on the expertise that SchoolWorks brings to the process after assessing more than 1,000 school programs since 1998. The SQC are organized into four domains: *Instruction; Students' Opportunities to Learn; Educators' Opportunities to Learn;* and *Leadership and Governance*. Each domain is further defined by a set of key questions and corresponding criteria and indicators that are used to provide more specific information on variables central to each domain. See Part IV for a complete list of Domains and Key Questions.

What is the purpose of an RSV?

The RSV serves as a summative review, providing specific findings in relation to the SQC about a school at the current time, specifically for the school's upcoming renewal process. As such, the RSV responds to specific criteria and does not include recommendations for improvement. The outcome of an RSV is a comprehensive report detailing the team's findings in relation to the protocol criteria. The results of the RSV will be one piece of information used in the renewal decision.

How does the RSV process work?

The RSV process places a team of reviewers from SchoolWorks and team members from the district into a school to collect and analyze data about school programs and practices. The RSV utilizes multiple sources of evidence to understand how well a school is working. It extends beyond standardized measures of student achievement to collect evidence in relation to the protocol's criteria and indicators. Evidence collection begins with the 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. Key documents reviewed by the site visit team prior to arrival on site include curricula and related teaching documents, professional development records, and student assessment results. This provides the team with initial information about the school's programs and the students it serves. While on site, evidence collection continues through additional document reviews, classroom visits, and interviews with key school stakeholders. After collecting evidence, the team meets daily to confirm, refute, and modify its hypotheses about school performance, and then communicates its progress to the school's leadership.

The team listens to the school's responses and makes every effort to follow up on evidence that the school indicates the team should collect.

The site visit team uses evidence collected through these events to generate ratings in relation to the protocol's criteria and indicators. At the end of the visit, the site visit team provides a brief oral report to school leadership about its ratings and evidence. This verbal feedback is followed by a written report, detailing the evidence that led the team to come to its ratings.

The RSV places a high value on engaging the school in understanding its own performance. The process may be described as an open, frank, professional dialog between the school and the site visit team. The professionalism of the school and team is essential in the process. Both the school 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 and staff are essential to the success and positive impact of the site visit process.

What are the general steps in the RSV process?

Pre-visit Planning and Analysis
The school prepares necessary documents. The project manager and team leader work with the school to organize the schedule for the site visit. Site visit team members review documents and record their initial questions about the school's performance according to protocol standards.

Evidence Gathering on Site
On site, the site visit team continues document reviews and conducts classroom visits and interviews with key school stakeholders.

Development of Ratings
The site visit team's primary objective is to develop ratings in relation to the SchoolWorks Quality Criteria. To come to consensus on a set of ratings, the team works together to collate and discuss available evidence collected throughout the RSV process.

Feedback to the School
While on site, the site visit team leader communicates with school leadership to keep the school informed of the team's progress and to seek the school's input on that progress. At the end of the RSV, the team provides an oral report of preliminary findings to the school.

Written Report
After the site visit, the school will receive a written report that formalizes the ratings and evidence discussed on site.

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; schools do not provide reliable evidence under unnecessary stress. Adherence to the code of conduct also creates a frank, professional tone in which the site visit team and the school may discuss key strengths and areas for improvement.

CODE OF CONDUCT FOR REVIEWERS*

1. **Carry out work with integrity**.

   a. Treat all those you meet with courtesy and sensitivity. Try to minimize stress.

   b. Allay anxiety through mutual respect and valuing opinions. Show an interest in what is said.

   c. Focus attention and questions on topics that will reveal how well students are learning.

   d. Assure source confidentiality.

2. **Act in the best interests of students and staff.**

   a. Emphasize that students come first and are at the center of the review.

   b. Wherever possible, work to others' convenience.

   c. Be supportive and enabling. Evidence given under undue stress is unreliable.

   d. Under no circumstances, criticize the work of a teacher or anyone else involved with the school.

   e. Classroom visits are confidential. Classroom visits are not evaluations. Individual disaggregated information will not be shared with school personnel.

   f. Teacher interviews and focus groups are confidential. Any information reported to the site visit team will remain anonymous in both oral and written reports.

   g. Try to understand what teachers are doing and why. Be supportive.

3. **Be objective; base ratings on evidence, not opinion.**

   a. An individual's perception can be evidence, especially if supported by others' observations.

   b. Ratings must be fully supported by evidence, defensible, and must inform the key questions.

   c. Ratings 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. This applies, as well, to site visit team members' ratings.

   e. Discussion with staff and site visit team members is part of the process to create a fair and secure evidence base on which corporate findings are made.

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

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

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

- ***The process is criterion-driven.*** The RSV process is built on a set of research-based criterion and indicators. Throughout the site visit, the site visit team collects evidence through document reviews, interviews, and classroom visits in relation to each of the criterion and indicators to come to decisions on ratings regarding how well school programs and practices are serving students. The team uses the criterion and indicators during team meetings to identify trends that emerge from the evidence and to come to ratings. A criterion-driven process ensures that the work of the team is grounded in research-based standards for effective practice. The protocol's criteria also serve as a basis for professional dialogue and reporting.
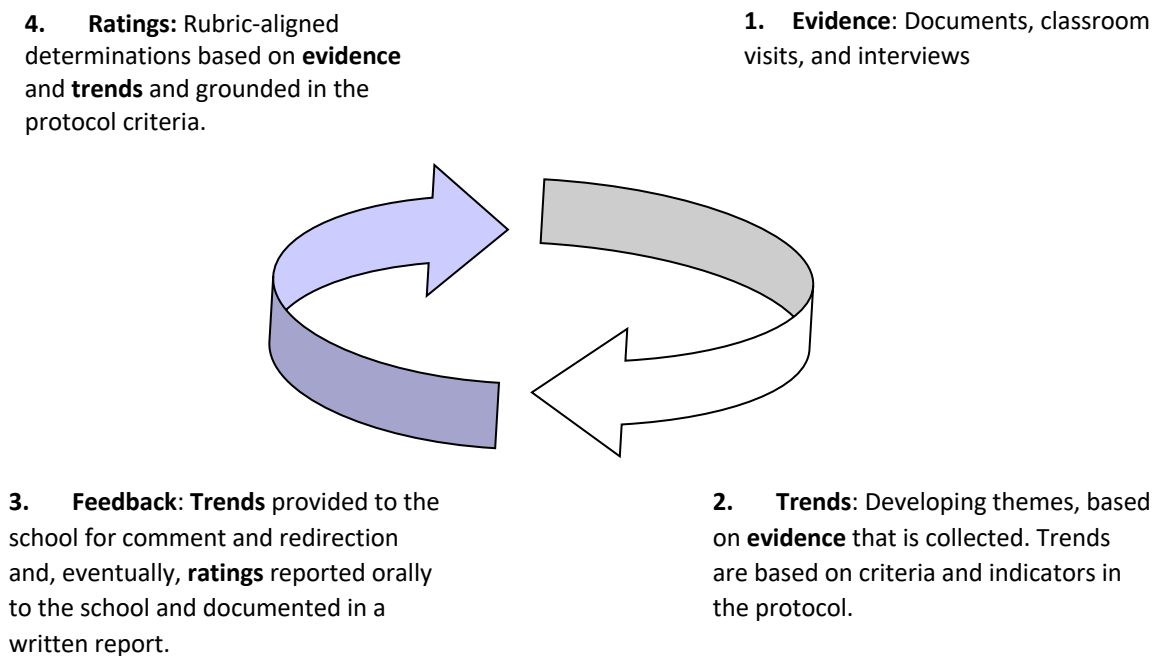
Figure 1: Criterion-driven

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

Ratings
Criteria provide a focus for the team in discussion of evidence and development of ratings.

Reporting
Criteria provide an organizing structure for providing feedback and report writing.

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

- ***The process is iterative, repeatedly checking on, and testing, the ratings and the evidence that supports them.*** Site visit team members use a four-step process to move from pieces of evidence to ratings about the school. First, the team records evidence by reviewing documents, conducting interviews, and visiting classrooms. The team reviews evidence to identify initial trends within the evidence. For example, the site visit team would note a trend if teachers' all describe the curriculum in similar ways and if this description matched the documents reviewed by them. Continuing from the example, if the team continues to collect evidence that supports the trend, it will rate the school Effective for teachers having a clear understanding of the school's curriculum. When possible, the site visit team presents preliminary trends and ratings to school leadership during the visit so that the school can support and/or challenge the team's analysis by presenting additional evidence. This ensures that the school has an opportunity to present additional evidence before ratings are finalized. This iterative process is represented in Figure 2.

Figure 2: An iterative process

4. **Ratings:** Rubric-aligned determinations based on **evidence** and **trends** and grounded in the protocol criteria.

1. **Evidence**: Documents, classroom visits, and interviews

3. **Feedback**: **Trends** provided to the school for comment and redirection and, eventually, **ratings** reported orally to the school and documented in a written report.

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

- *The site visit team uses its professional judgment to come to consensus on ratings.* To be useful, the 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 ratings

Evidence	Trends	Ratings	Final Report

Data reduction: Focusing on what is most important
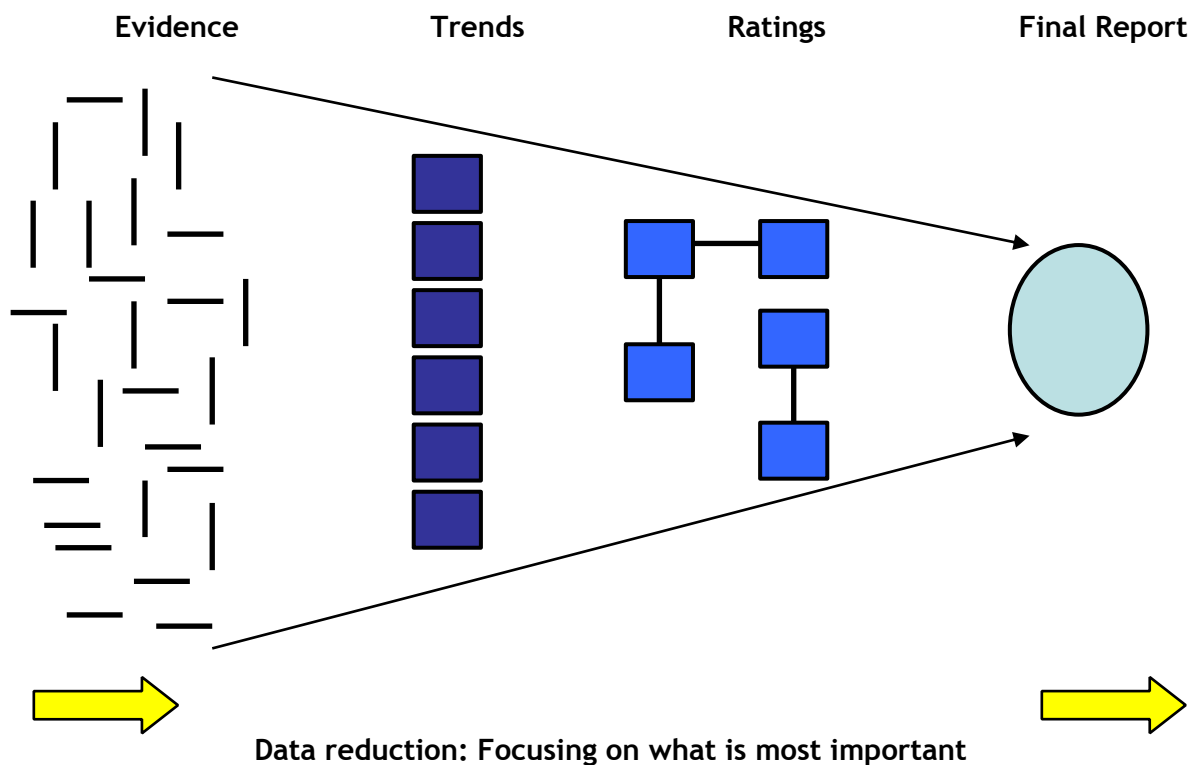
DETAILED STEPS IN THE PROCESS

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

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

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

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

3. The site visit team leader creates a draft schedule of interviews and classroom visits, finalizes the schedule with the school's input, and sends a copy of the schedule to the school and members of the team.

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

5. The site visit team leader sends a copy of the protocol, the schedule, classroom visit tool, interview questions, and documents for pre-visit analysis to the other team members.

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

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

On-site review and feedback

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

2. The site visit team leader keeps the school's leadership informed of the team's progress throughout the visit, providing updates on the team's identification of trends as they develop. This ensures that the school has every opportunity to present evidence to address the team's questions.

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

4. At the end of the visit, a brief report of the site visit team's preliminary findings is presented verbally to school leadership.

Sample Daily Site Visit Schedule

Below is a sample visit schedule for a two-day visit, as well as a detail of a single day. Schedules will vary from school to school, depending on the size of the school 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 leadership.

Time	Day 1	Day 2
Sample 2-Day Site Visit Schedule		
7:00–8:00 AM	Team arrives at school and morning meeting	Team arrives at school and morning meeting
8:00–9:00 AM	Interview with School Leadership	Interview with School Leadership
9:00–11:30 AM	Classroom Observations & Teacher focus groups	Classroom Observations & Teacher focus groups
11:30–12:00 PM	Document review	Student Focus Group
12:00–1:00 PM	Lunch; Mid-day meeting and site visit team debrief	
1:00–2:30 PM	Teacher focus group	Parent Focus Group
2:30–3:00 PM	Classroom Observations	Teacher focus group
3:00– 5:00 PM	Evidence sorting and team discussion	Team deliberations
5:30-6:00	Check-in with School Leadership	Report out to School Leadership
6:00 PM	Team departs	Team departs

Time	Team Leader	Team Member #1	Team Member #2	Team Member #3
Sample Daily Site Visit Schedule				
7:00–8:00 AM	Team arrives at school and morning meeting			
8:00–9:00 AM	Interview with school leadership		Classroom visits & teacher focus groups	
9:00–11:30 AM	Classroom visits			
11:30–12:00 PM	Document review	Teacher focus group	Focus group with students	
12:00–1:00 PM	Lunch; Mid-day meeting and site visit team debrief			
1:00–2:30 PM	Classroom visits and teacher focus groups			
2:30–3:00 PM	Teacher Focus Group	Parent Focus Group		Teacher Focus Group
3:00– 5:00 PM	Team debrief and moderation; evidence sorting			
5:30-6:00	Report out to school leadership			
6:00 PM	Site visit team departs			

Written Report

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

2. The writer develops a draft report that documents the evidence for the ratings. This report provides a written record of the ratings reported to school leadership orally at the end of the site visit.

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

4. The school reviews the draft for factual errors.

5. The report is finalized and submitted to the district and the school.

NOTES

Part III: Roles and Responsibilities

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

Project Manager and/or Site Visit Team Leader

Roles and responsibilities for the project manager and/or team leader include:

1. *Modeling and enforcing the code of conduct*
   ● Site visit team leaders should exhibit the highest professional standards and are responsible for ensuring that their team does so, as well.
2. *Coordination with the school*
   ● Before the visit, the site visit team leader contacts the school to ensure that documents are made available in a timely manner.
   ● The school is likely to have questions about the process. The team leader should serve as the school's contact person to address these questions.
   ● The team leader ensures that the school has secured adequate meeting space for the team.
   ● The team leader ensures that lunch will be provided (at the team's expense) each day.
3. *Coordination of materials and assignment of site visit team members*
   ● Before the site visit, site visit team members are selected and provided with materials (e.g., RSV protocol, school documents) to review.
   ● Once the site visit schedule has been established, the team leader assigns team members to conduct interviews and classroom visits.
4. *Facilitation and management of logistics for the site visit days*
   ● Once on site, the site visit team leader is responsible for facilitating all team meetings.
   ● The team leader ensures that all interviews and focus groups are attended and go smoothly and conducts a daily review of the interview schedule with school leadership and the team.
5. *Communication with the school while on site*
   ● The site visit team leader is responsible for maintaining good channels of communication with the school at all times.
   ● The team leader provides verbal reports to the school leadership about the team's developing trends throughout the visit.
   ● The team leader takes appropriate actions to follow up on any responses to the team's trends.
   ● At the end of the visit, the team leader verbally presents the team's claims to school leadership.
6. *Reporting*
   ● The site visit team leader writes and/or oversees the writing of the site visit report, ensuring that the report contains sufficient evidence and reflects the consensus of the team.

Site Visit Team Members

Success of the visit relies heavily on site visit team members':

1. *Adherence to the code of conduct*
   - Classroom observations are not evaluations. Individual teachers will not be provided feedback and information will not be shared with any school personnel.
   - Teacher interviews and focus groups are confidential. Any information reported to the team will remain anonymous.

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

4. *Collaborating with others under the site visit team leader's direction*
   - Team members support and take direction from their team leader. They recognize that the team leader has to make executive decisions and trusts in his/her judgment.
   - Team members actively participate in team meetings and support others' efforts to reach unified ratings based on evidence.

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

School and Other Supporting Organizations

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

1. *Acts as an essential partner in the site visit process*

   ● The school makes the purpose and process of the site visit team's visit clear to all faculty and staff.

   ● The school welcomes the site visit team and recognizes its efforts on behalf of the school and its students.

   ● The school works with the team to ensure that the visit runs smoothly.

   ● The school engages faculty and other stakeholders to reflect on the school's performance.

2. *Designates 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, interviews should not be scheduled in this space but planned for elsewhere in the building.

3. *Communicates with the site visit team*

   ● School leadership works collaboratively with the team leader prior to the site visit to ensure that documents are provided in a timely manner and that school staff are aware of the visit and its purposes (See Appendix A).

   ● School leadership works collaboratively with the team leader during the site visit to provide any additional documents requested and to ensure the completion of surveys, if applicable.

   ● School leadership maintains good communication with the team leader throughout the process, honestly expressing concerns and feedback from staff.

4. *Report feedback and review*

   ● School leadership responds honestly and frankly to the site visit team's developing analysis by stating the school's position and making available additional evidence to support its position, should it differ from other members of the team.

   ● School leadership completes a factual review of the draft site visit report and, in accordance with pre-established timelines, provides factual feedback to the team leader.

NOTES

Part IV: Domains and Key Questions

The following key questions guide the site visit team's work in the school. All evidence is collected in response to these key questions and their respective standards. The complete list of corresponding criteria and indicators for each key question can be found in the next section, Part V.

Domain 1: Instruction

1. *Do classroom interactions and organization ensure a classroom climate conducive to learning?*

2. *Is classroom instruction intentional, engaging, and challenging for all students?*

3. *Do teachers regularly assess students' progress toward mastery of key skills and concepts, and utilize assessment data to provide feedback to students during the lesson?*

Domain 2: Students' Opportunities to Learn

4. *Does the school identify and support special education students, English language learners, and students who are struggling or at risk?*

5. *Does the school have a safe, supportive learning environment that reflects high expectations?*

Domain 3: Educators' Opportunities to Learn

6. *Does the school design professional development and collaborative systems to sustain a focus on instructional improvement?*

7. *Does the school's culture indicate high levels of collective responsibility, trust, and efficacy?*

Domain 4: Leadership and Governance

8. *Do school leaders guide and participate with instructional staff in the central processes of improving teaching and learning?*

9. *Do school leaders executive effectively orchestrate the school's operations?*

10. *Does the Board provide competent stewardship and oversight of the school?*

NOTES

Part V: RSV Criteria and Indicators

This section contains the complete list of the SchoolWorks Criteria and Indicators (SQC), 4th Edition. These criteria and indicators are used to guide evidence collection, team deliberation, and development of findings during the site visit.

Domain 1: Instruction

The instructional domain centers on the specific interactions between teachers and students around content. Research suggests that high-quality instructional interactions require supportive classroom environments; involve purposeful teaching that is intentional, engaging, and challenging; and ensure student feedback in response to ongoing assessments.

Dimension 1.1: Classroom Climate

Note: All indicators marked by an asterisk (*) are also supported by special education research.

Do classroom interactions and organization ensure a classroom climate conducive to learning?

Criterion 1.1.1: Behavioral expectations are clear and understood by students.

o   Behavioral expectations, class rules, and procedures are clearly communicated to students (e.g., visuals, verbal/physical cues, written).

o   Teachers provide consistent rewards for positive behavior and direct, concrete consequences for misbehavior.*

o   Teachers anticipate and redirect misbehavior.*

o   Students behave according to rules and expectations; disruptive behavior is minimal and does not interfere with other students' learning.*

o   Classroom norms and routines support students sharing their learning and understandings, as well as making, then building from, mistakes in front of their peers.*

Criterion 1.1.2: The learning environment is highly structured, and learning time is maximized through effective planning and guidance.

o   Teachers are prepared for their lessons and materials are readily available.

o   Teachers maximize learning time and minimize transition time.

o   Teachers share an agenda of the day's class activities and/or lesson with students.

o   Teachers explain task and behavioral instructions clearly and provide choices for when tasks are complete.

Criterion 1.1.3: Classroom interactions are cooperative and conducive to learning.

o   Teachers are aware of, and responsive to, students' learning and emotional needs.

o   Interactions between teachers and students, as well as among students, are respectful, caring, and supportive.

o   Students engaged in partner or group work are collaborative and focused on learning.

o   Students are held accountable for contributions to partner or group work

Dimension 1.2: Purposeful Teaching

Note: All indicators marked by an asterisk (*) are also supported by special education research.

Is classroom instruction intentional, engaging, and challenging for all students?

Criterion 1.2.1: Teachers provide students with clear learning goals and focused, purposeful instruction.*

o Teachers clearly communicate learning objectives aligned to state and/or Common Core standards.*

o Teachers tie learning objectives to real-life application, larger concepts, and/or key questions.

o Learning objectives drive lesson activities.

o All students know the purpose of, and expectations for, the lesson.

o Teachers demonstrate high expectations and hold students accountable for achieving learning goals.

o Teachers communicate academic content, concepts, and procedures with depth, clarity, and accuracy.*

o Teachers make explicit how and when to use given content or procedures.*

Criterion 1.2.2: A variety of instructional strategies and materials support students' diverse needs.*

○ All students can access grade level content through multi-sensory materials and modalities (e.g., visual, auditory, kinesthetic).*

○ Students develop graphic organizers and other non-linguistic representation of academic content* (e.g., mental images, physical models, role plays, concept maps, pictographs, charts).

○ Learning tasks provide students with choices and opportunities for self-directed learning.*

○ Teachers utilize varied groupings (whole-class, groups, partners, 1:1) to address students' learning needs.

Criterion 1.2.3: All students are cognitively engaged in learning.*

○ Students engage with teachers and peers in extended, content-focused discussions.

○ Students engage with teachers and peers, or work independently, to complete the lesson activity.

○ Students persevere and demonstrate stamina while engaged in the work of the lesson.

○ The majority of students - rather than just the teacher and/or a few students - are engaged in the work of the lesson.

Criterion 1.2.4: Instruction requires all students to use and develop higher-order thinking skills.*

○ Students are engaged in rigorous tasks that require skills such as analysis, interpretation, application, and synthesis – not just summary or recall.

○ Students apply new knowledge and skills to investigate open-ended problems and situations

○ Students identify essential information from a larger body and share that information verbally or in writing.

○ Teacher questions require students to look beyond what is explicitly stated in source material for answers.

○ Students ask meaningful questions related to the lesson's objective and/or content.

○ The majority of students - rather than just the teacher and/or a few students - are engaged in higher-order thinking.

○ Students explain their thinking and build on their own and others' thoughts.

○ Students evaluate and reflect on their own thinking, progress, performance, and learning approach.*

Dimension 1.3: In-class Assessment & Feedback

Note: All indicators marked by an asterisk (*) are also supported by special education research.

Do teachers regularly assess students' progress toward mastery of key skills and concepts, and utilize assessment data to provide feedback to students during the lesson?

Criterion 1.3.1: In-class assessment strategies reveal students' thinking about learning goals.

○ Teachers use informal assessment to gauge the majority of students' prior knowledge and understandings.

○ Teachers use formative assessments to gauge the majority of students' progress toward clear lesson, unit, and standards-based learning goals, not directions or procedures.

○ Students explain, write, or illustrate their thinking and understandings using evidence (i.e., from text, experiments, drawings, diagrams, research, data sets).

○ Students receive assessment accommodations that allow them to reveal their understandings.*

Criterion 1.3.2: Timely, frequent, specific feedback is provided throughout the learning process to inform improvement efforts.

○ Teachers give students clear, descriptive, criterion-based feedback to at least several students.

○ Feedback tells students where they are in relation to the lesson goal(s), clarifies misunderstandings, and/or provides specific guidance regarding improvement.

○ The use of models and assessment tools (e.g., rubrics, worked examples, exemplars) focuses feedback and assessment on essential skills and knowledge.*

○ Students demonstrate awareness of their progress toward learning goals (e.g., what they understand, where confused, when not engaged).

○ Students revise their work and correct errors in response to teacher or peer feedback.*

Domain 2: Students' Opportunities to Learn

Students' opportunities to learn are influenced by the *school-wide learning culture*, or the norms, values, and relationships students experience at school each day, as well as the *school-wide practices and interventions* that support students' academic and social-emotional learning. Research suggests that students learn best when schools have a culture of high expectations for behavioral and academic performance *in concert with* a culture of caring and support. This context is further bolstered when schools monitor students' academic and behavioral progress, identify students' in need of more targeted support, and ensure interventions and guidance for students at risk of disengaging or failing. Together, the school's culture and supports for learning contribute to students' attitudes, skills, and abilities to succeed in and beyond the classroom.

Dimension 2.1: Students' Learning Supports

Does the school identify and support special education students, English language learners, and students who are struggling or at risk?

Criterion 2.1.1: The school has a process for identifying struggling and at-risk students and systematically monitors student progress and program effectiveness.

o   Educators collaborate to collect and review risk indicator data to identify students in need of targeted academic supports and plan interventions.

o   The school monitors students' progress toward academic goals and uses this feedback to inform the level of students' academic support or intervention.

o   Educators collaborate to collect and review risk indicator data to identify students in need of targeted behavioral supports and plan interventions.

o   The school monitors students' progress toward behavioral goals and uses this feedback to inform the level of students' behavioral support or intervention.

o   The process for identifying and monitoring progress of struggling and at-risk students is transparent and understood by all stakeholders.

Criterion 2.1.2: The school implements appropriate supports for struggling and at-risk students.

o   The school provides basic in-class preventions and supports to ensure academic growth and positive behavior for all students.

o   The school implements specific, targeted academic and behavioral supports or interventions for identified at-risk students.

o   The school provides struggling students with research-based programming designed to remediate gaps in skill or content knowledge.

o   The school offers students tutoring or other supplemental services provided by the school or external agencies.

o   The school offers individual or small group support in test-taking, study habits, or in specific content areas using a curriculum that builds on classroom curriculum and expectations.

o   Qualified support staff offer individualized support to students over a sustained period of time.

o   Students have opportunities for credit recovery and new credits through after-school, weekend, or summer programs.

Criterion 2.1.3: The school provides appropriate supports for special education and English language learner (ELL) students.

o   Educators collaborate to collect and review risk indicator data to identify special education and ELL students, and to plan appropriate interventions.

o   The school implements specific, targeted academic and behavioral supports or interventions for identified special education and ELL students.

o   Qualified support staff deliver the supports for ELL students or students with special needs.

o   The school monitors special education and ELL students' progress toward academic and behavioral goals and uses this feedback to inform the level of students' support or intervention.

Dimension 2.2: Students' Learning Culture

Does the school have a safe, supportive learning environment that reflects high expectations?

Criterion 2.2.1: The school holds high expectations for academic learning.

o   The school recognizes and celebrates students' academic performance.

o   Teachers set high expectations for learning and clearly convey these to students.

o   Teachers promote students' responsibility for raising their achievement and encourage their participation in learning.

o   Students report that their teachers expect them to do their best at all times.

o   Students convey that they believe it is important to do well in class.

Criterion 2.2.2: The school provides a safe environment to support students' learning.

o   School leaders ensure the school's physical environment is clean, orderly, and safe.

o   School leaders disperse responsibility for discipline; all staff regularly supervise students in school's public spaces.

o   Students and staff indicate they believe school rules are fairly and consistently enforced for all students.

o   The school has few reported incidences of physical violence, aggression, bullying, teasing, or harassment.

o   Students report that they feel safe from bullying, teasing, and harassment.

o   Students report they have friends and positive relationships with peers at school.

Criterion 2.2.3: The school provides opportunities for students to form positive relationships with peers and adults in the school.

o   Programs and supports develop all students' social and emotional awareness skills.

o   The school provides opportunities for students to seek help from staff for academic or social issues.

o   The school provides opportunities for students to seek help from one another for academic or social issues.

o   The school provides opportunities for students to engage in positive social group activities (e.g., extracurricular clubs, sports teams, or community service groups).

- Staff or community volunteers lead and organize community service activities, extracurricular groups, or other youth activities.
- Students report that adults and peers at the school try to get to know them and care about their learning.

Criterion 2.2.4: The school engages families in support of students' learning.
- The school includes parents/guardians in cultivating a culture of high expectations for students' learning and their consistent support of students' efforts.
- The school invites family participation in school activities (e.g., volunteering in classrooms or on committees; attendance at performances, sports events, organizational meetings) and regularly solicits their input.
- The school offers workshops and other opportunities for parents/guardians to learn about home practices that support student learning.
- Educators communicate with parents/guardians about instructional programs and students' progress.

Teachers' opportunities to learn are influenced by the *school-wide professional culture*, or the norms, values, and relationships teachers experience at school each day, and the *school-wide practices* that support teachers' ongoing professional growth and collaboration. Research indicates that a culture of mutual responsibility, trust, and collective efficacy provides an essential foundation for teachers' and leaders' focused collaboration around instructional challenges. This collaboration is further strengthened by well-designed, sustained, and job-embedded professional development, with beginning teachers receiving additional guidance from trained mentors. Together, this school-wide culture and the school's supports for professional learning and collaboration contribute to teachers' collective capacity to deliver high quality instruction, not just in individual classrooms, but across the school.

Dimension 3.1: Educators' Learning Supports

Does the school design professional development and collaborative structures to sustain a focus on instructional improvement?

Criterion 3.1.1: Professional development (PD) is designed to address school priorities, school improvement goals, and/or identified areas of need.

o   PD aligns to state standards, organizational goals, the school improvement plan, and school curriculum.

o   PD is informed by ongoing analysis of student performance, instructional data, and educators' learning needs.

o   PD requires teachers to demonstrate their learned competency in a tangible and assessable way.

o   PD supports teachers in the effective use of assessments.

o   PD helps teachers translate student data into instructional changes and plans.

o   PD focuses on specific subject content.

o   PD supports teachers in the effective use of instructional materials, resources, and technology.

Criterion 3.1.2: Professional development is active, intensive, and sustained.

o   PD engages teachers in active learning (e.g., leading instruction, discussing with colleagues, observing other teachers, developing assessments).

o   PD is embedded in teachers' daily work through coaching, collaborative planning, and reflection.

o   Trained coaches and/or colleagues with instructional expertise provide coaching and support around instructional planning and lesson design, pedagogy, assessment, and student engagement.

o   PD provides follow-up sessions and ongoing support for teachers' continued learning.

o   PD combines workshops, conferences, and trainings (at least 14 hours) with the ongoing work of educators' learning teams.

Criterion 3.1.3: Professional development is evaluated.

o   The quality of PD delivery is regularly monitored, evaluated, and improved.

o   The effects of PD are assessed using data on teacher instruction and student achievement.

Criterion 3.1.4: Educators collaborate regularly to learn about effective instruction and students' progress.

o Educators meet frequently, during regularly scheduled, uninterrupted times (e.g., staff, department, grade level meeting times) to collaborate, establish improvement goals, and make data-informed instructional decisions.

o Educators' collaborative meetings have a clear and persistent focus on improving student learning and achievement.

o Educators describe sharing knowledge and expertise among colleagues as essential collaborative activity for job success.

o Teachers are willing to talk about their own instructional practice, to actively pursue and accept feedback from colleagues, and to try new teaching strategies.

Criterion 3.1.5: Trained mentors provide beginning teachers with sustained, job-embedded induction.

o Mentors are carefully selected and trained by induction program leaders.

o Mentors use data and assessments to provide feedback to beginning teacher about practice.

o Mentoring interactions focus on conceptions of high-quality teaching, content-specific curriculum and pedagogy, lesson planning and observations, student learning, reflective processes, and problem solving.

Dimension 3.2: Educators' Learning Culture

Does the school's culture indicate high levels of collective responsibility, trust, and efficacy?

Criterion 3.2.1: Educators' mindsets and beliefs reflect shared commitments to students' learning.

o Educators convey shared vision and values about teaching and learning and reference these to guide their instructional decision making.

o Educators convey a shared commitment to the learning of all students in the school.

o Educators convey a belief that students' learning is their collective responsibility, regardless of students' personal or home situations.

o Educators convey that it is important not to give up on any students, even if it appears that they do not want to learn.

o Educators convey commitment to, and hold each other accountable for, collaboratively established improvement goals and tasks.

Criterion 3.2.2: The school reflects a safe, trustworthy, and growth-oriented professional climate.

o Educators describe non-evaluative, "blame-free" norms for sharing data and solving challenging instructional problems.

o Educators' concerns and decisions focus on students' learning and well-being (rather than on staff members' individual or competing preferences).

o Educators convey that they are willing to share and discuss their own instructional practice, seek and accept feedback, and collectively experiment with new teaching strategies.

o   Educators describe colleagues and administrators as open, honest, competent, well-intentioned, caring, and reliable.

Criterion 3.2.3: School leaders create conditions that support educators' learning culture.

o   School leaders model and convey well-defined beliefs about teaching and learning, and convey value for innovation, learning from mistakes, and risk-taking.

o   School leaders ensure that staff and team meeting discussions are structured and facilitated to support the staff's reflective dialogue around data and instruction (e.g., attend to explicit group norms, use protocols).

o   School leaders provide guidance to teacher teams (e.g., help to establish meeting routines; model and promote use of discussion protocols; ensure systematic monitoring of student progress; create focus on linking results to instruction) and ensures that teachers utilize tools and time well.

o   School leaders participate in formal and informal professional learning, including their own leadership development about how to improve curriculum and instruction in a leadership context (i.e., elementary, or secondary; high- or low-poverty; large or small schools).

School governance and leadership support the essential work of teaching and learning in schools. *School leadership* influences every aspect of a school's culture, organizational practices, and academic programs. In the SchoolWorks Quality Criteria, school leadership functions are represented by two dimensions. The first – instructional leadership – emphasizes overseeing and guiding the school's collective focus on instruction and student learning. The second – organizational leadership – involves leading strategic conversations and planning and ensuring effective school operations to advance the school's mission and vision.

Governance is leadership that establishes and conveys the school's vision, values, and mission; ensures the organization's viability; and ensures that the organization meets its legal and ethical responsibilities. Governance is typically provided by a Board of Directors, school committee, or other oversight group. The *Chief Executive* is the one person the Board hires and oversees to administer the direction they set for the school. This person may be an executive director, superintendent, or other formally designated head of the organization.

Dimension 4.1: Instructional Leadership

Do school leaders guide and participate with instructional staff in the central processes of improving teaching and learning?

Criterion 4.1.1: School leaders establish a college-preparatory, career-ready academic vision, and set clear goals to meet that vision.

o School leaders establish an academic vision with a relentless commitment to closing the achievement gap and preparing all students for success in college and other post-secondary endeavors.

o School leaders convey clear, high expectations for all stakeholders.

o School leaders set and communicate clear, measurable academic achievement goals that are aligned across the school's improvement efforts (e.g., school program, staff development, and curriculum implementation).

o School leaders ensure that the school-wide focus remains on established academic goals and school priorities.

o School leaders regularly evaluate the academic program using data to monitor progress toward goals.

Criterion 4.1.2: School leaders ensure that the school has a coherent, comprehensive, and aligned curriculum.

o School leaders ensure that the curriculum includes essential content and skills for all students to learn at each grade level and is mapped across the year with adequate instructional time allocated to teach it.

o School leaders ensure that curriculum, instruction, and assessments are aligned with state standards, aligned with each other, and coordinated both within and across grade levels.

- School leaders monitor instructional plans for alignment with curriculum program (e.g., periodic review of curriculum maps, unit/lesson plans, formative assessments, classroom observations).
- School leaders ensure plans are informed by students' prior knowledge, current skills, and learning needs.
- School leaders ensure that instructional materials are selected and/or developed in accordance with a school-wide instructional framework and aligned with established curriculum standards.
- School leaders ensure the curriculum is periodically reviewed and revisions are made accordingly.
- School leaders provide meaningful feedback on the quality of lesson and/or unit plans.

Criterion 4.1.3: School leaders ensure that teachers deliver high quality instruction.

- School leaders regularly observe the quality of instruction.
- School leaders provide regular, meaningful, and timely feedback that helps teachers improve their instructional practice.
- School leaders hold teachers accountable for applying feedback to their practice.
- Educators indicate that school leaders model high quality instruction.
- Educators convey that school leaders have sufficient knowledge of content/subjects and how they are taught effectively.

Criterion 4.1.4: School leaders provide conditions that support a school-wide data culture.

- Teachers have easy access to varied, current, and accurate student and instructional data.
- School leaders ensure that teachers employ a regular cycle of interim assessments to gather data on student performance.
- Teachers are provided time to collect, enter, query, analyze, and represent student data and use tools that help them act on results.
- School leaders ensure that all teachers receive PD 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).
- Teachers use results from interim or summative assessments to adjust the organization of students in the classroom, pace of instruction, or content being taught.
- Teachers use results from interim or summative assessments to identify students in need of remediation or acceleration and assign students to appropriate supports.

Dimension 4.2: Organizational Leadership

Do the school leaders effectively orchestrate the school's operations?

Criterion 4.2.1: School leaders lead intentional, strategic efforts to ensure the effectiveness of the school's program and the sustainability of the organization.

- Clear systems, structures, and procedures guide daily routines and school programs.
- Systems, structures, and procedures are aligned to a clear organizational vision and goals, are continually monitored, and are adjusted to ensure effectiveness

- School leaders target resources (e.g., funding, materials, time, staff) toward the school's instructional framework and goals; treat resources flexibly; avoid diffuse, scattered allocation of resources for improvement.
- School leaders diagnose problems before implementing solutions.
- School leaders distribute leadership responsibilities to appropriate individuals or groups.
- School leaders ensure ongoing leadership development for emerging and current school leaders and has developed a plan for leadership succession.

Criterion 4.2.2: School leaders ensure effective communication and inclusive, transparent decision-making across the organization.

- Communications among all stakeholder groups are constructive, supportive, and respectful.
- Communications between leadership and staff are fluid, frequent, and open.
- The principal involves faculty and staff in planning and implementation of school policies.
- The principal provides opportunities for faculty and staff to make or provide input on important decisions.

Criterion 4.2.3: School leaders create and implement systems to recruit and retain effective teachers and staff who can drive dramatic student gains.

- School leaders leverage a pipeline for teacher recruitment that includes partnerships with higher education institutions and nonprofit organizations (as well as other sources) to identify candidates.
- School leaders recruit and hire teachers with commitment to, and competence, in the school's philosophy, design, and instructional framework (e.g., trained and experienced with curriculum, certified/licensed to teach, qualified to teach a subject area).
- School leaders use multiple measures to assess each candidate's alignment with the skills required for the position, as well as core beliefs held by the school community.
- School leaders acknowledge and celebrate the accomplishments of teachers and other staff members.
- The school implements strategies to promote teacher retention and development.
- The school has strategies and career pathways to keep effective teachers engaged in, and committed to, their work.

Criterion 4.2.4: School leaders evaluate all staff and dismiss those who do not meet professional standards and expectations.

- School leaders ensure the evaluation of all staff members.
- School leaders conduct constructive, reflective, growth-oriented educator supervision/evaluation conferences, based on multiple data sources, and connect conferences to district and school priorities, professional development, and student learning.
- School leaders use supervision and evaluation processes to identify and address persistently low-performing staff members.
- School leaders dismiss those staff members who do not meet professional standards and expectations.

Criterion 4.2.5: School leaders ensure that the school has established sound financial and operational systems and processes.

o School leaders ensure that the organizational structure supports essential school functions, and that roles and responsibilities of all individuals at the school are clear.

o School leaders have established effective means of communicating with school staff.

o School leaders ensure that the school meets all compliance requirements and deadlines set by the authorizer and the state, including the submission of annual reports, school improvement plans, financial statements, school audit, calendar, and student attendance.

o School leaders effectively manage the school budget and cash flow, and there is a plan for long-term financial sustainability.

o The school effectively manages operations (e.g., food services, transportation, school facilities).

Dimension 4.3: Governance

Does the Board provide competent stewardship and oversight of the school?

Criterion 4.3.1: The Board provides strong oversight over the effectiveness of the academic program.

o The Board describes priorities that are aligned with the school's mission and focus on preparing all students for college acceptance and completion or post-secondary success.

o The Board conveys appropriate knowledge of academic performance of the full range of students in the school.

o The Board conveys appropriate knowledge of the behavioral performance of students in the school.

o The Board describes school progress against accountability goals and strategic priorities based on a regular, data-based benchmarking process.

o The Board's membership includes appropriate instructional expertise to provide oversight of the academic program.

o The Board has systems and structures that ensure questioning, scrutiny, and deliberation regarding academic performance, and monitors leadership efforts to address performance gaps.

Criterion 4.3.2: The Board provides strong financial oversight.

o The Board maintains and monitors complete and accurate financial records and, as well, ensures annual independent audit/review.

o The Board reviews and approves annual budget and monitors actual performance against budget.

o The Board ensures that a significant portion of budget is allocated to priority programs that advance its mission and goals; also, sufficient resources are allocated for effective administration.

o The Board establishes clear, written policies for paying/reimbursing expenses to those conducting school business.

o The Board's membership includes appropriate financial expertise to provide oversight of the school's finances.

o The Board has systems and structures that ensure questioning, scrutiny, and deliberation regarding financial performance, and monitors leadership efforts to ensure financial health.

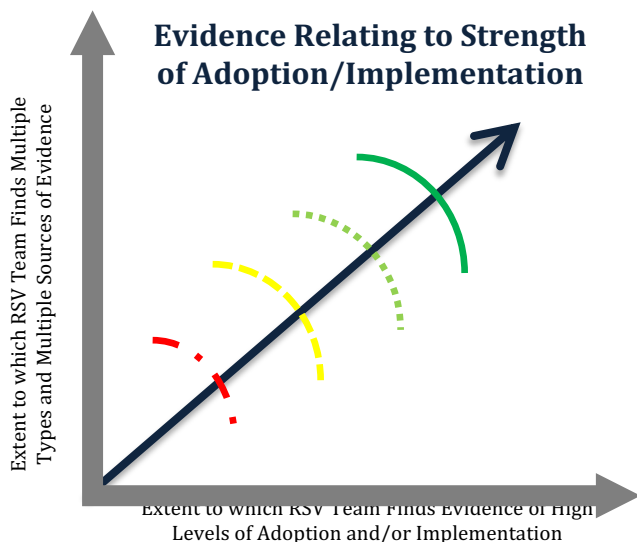**Criterion 4.3.3: The Board ensures legal compliance and public disclosure.**

o The Board ensures compliance with all local, State, and Federal laws and reporting requirements.

o The Board makes information about governance, finances, programs, activities, impact publicly available.

o The Board upholds formal code of ethics with all Board, staff, and volunteers.

o The Board adheres to conflict of interest, "whistleblower," document retention policies and procedures, and assesses the need for liability insurance.

Criterion 4.3.4: The Board maintains effective governance practices to ensure organizational viability, including the systematic selection and oversight of the chief executive.

o The Board systematically recruits, supports, and assesses the chief executive; provides performance incentives and rewards (e.g., ensures leader professional development, meaningful feedback, and criterion-based evaluation).

o The Board engages in strategic planning with the chief executive when conditions support the likelihood of productive results (e.g., not during organizational crisis, when lacking support from key leaders or capacity to implement).

o The Board maintains clear and regular communications within the Board, with the chief executive, and with stakeholders.

o The Board ensures questioning, scrutiny, and deliberation of school policies, budgets, and practices in relation to mission and vision.

o The Board establishes and active, productive partnership with the chief executive and with political and business leaders.

o The Board engages in periodic self-assessment and reflects on its role when frequent chief executive turnovers occur.

o The Board's membership reflects the necessary set of professional skills and expertise to ensure organizational viability.

Part VI: Implementation Level Rubric

The RSV team will use the following guidance to select a performance level for each key question. Note that the quality standard for each implementation level is based on the extent to which the RSV team finds multiple types[9] and multiple sources[10] of evidence related to the adoption and/or implementation of a practice or system and the extent to which the RSV team finds evidence of high levels of adoption and/or implementation of a practice or system.

Evidence Relating to Strength of Adoption/Implementation

Extent to which RSV Team Finds Multiple Types and Multiple Sources of Evidence

Extent to which RSV Team Finds Evidence of High Levels of Adoption and/or Implementation

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

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[9] "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.

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

NOTES

Appendix A: School Task Checklist_____

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

ITEMS TO BE SENT TO THE SITE VISIT TEAM LEADER BEFORE THE RSV		
	1. Roster of ALL staff, including grade levels and subject areas taught	
	2. Master schedule for all staff, including periods/times teaching and room numbers	
	3. A list of teacher preparation times or "free" periods (if not included in the roster or master schedule)	
	4. School bell schedule	
	1. School handbooks (staff, student, family)	
	2. The school improvement plan / strategic plan	
ITEMS TO BE PREPARED BEFORE THE RSV		
	1. Faculty and staff are aware of the visit and its purpose	
	2. Private meeting space for site visit team secured & copies of the school map provided	
	3. Delivery menus available for team to select lunch (Site visit team will pay for its own lunch.)	
ITEMS AVAILABLE IN THE TEAM MEETING ROOM THE FIRST DAY OF THE RSV *(may be available electronically or in hard copy)*		
	1. 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	
	2. Sample lesson plans from different grade levels and subject areas	
	3. Samples of student work (e.g., HW, quizzes, projects) from a variety of grade levels/subject areas	
	4. Any other documents that the school believes would help the site visit team better understand its programs and initiatives related to classroom **instruction**.	
	5. Description of the school's Multi-Tiered System of Supports (MTSS) or Response to Intervention (RtI) system;	
	6. RtI meeting minutes or agendas and sample student intervention plans	
	7. Any other documents that the school believes would help the site visit team better understand its programs and initiatives related to **students' opportunities to learn**.	
	8. Professional development (PD) calendar and sample PD documents	
	9. Agendas and minutes from collaborative planning or grade level team meetings	
	10. Any other documents that the school believes would help the site visit team better understand its programs and initiatives related to **educators' opportunities to learn**.	
	11. Sample completed teacher evaluations and informal observation/feedback forms (WITHOUT names)	
	12. Agendas and minutes from leadership team or other staff meetings	
	13. Board meeting minutes, agenda, and bylaws	
	14. Any other documents that the school believes would help the site visit team better understand its programs and initiatives related to **leadership and governance**	

Frequently-asked questions from school leaders

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

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

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

4. *What if there is a disruption during the day or an unexpected event at the school? Can we reschedule?*
    The site visit team is made of professionals who understand that surprised and unexpected events do occur. The team will use as much of the day as possible, as productively as the team can, and schedule additional days as needed.

Appendix B: Classroom Visit Tool and Guidance

What is the purpose of the classroom visit tool?

The purpose of the classroom visit tool is threefold:

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

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

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

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

Frequently-asked questions about classroom visits

1. *How does the site visit team select the classrooms that will be visited?*
   Classroom visits will be selected on the basis of the school's master schedule and the size of the site visit team. In larger schools, representative classes will be selected to reflect a range of teacher experience, a variety of subject areas, the range of grades served at the school, and special services or program classes as they reflect the school's mission. The site visit schedule is developed by the site visit team leader with input from school leadership.

2. *What is the length of a classroom visit?*
   It is expected that classrooms will be visited for no less than 20 minutes to allow the team to derive an understanding of the lesson and the classroom climate. Most visits will be planned and scheduled, but unplanned visits may occur. Unplanned visits may be shorter in duration.

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

4. *Should teachers expect to interact with the classroom visitor?*
   The intent of the classroom visit is to cause as minimal disruption to daily classroom practices as possible. Teaching staff does not need to address the classroom visitor or provide an explanation of the lesson. The classroom visitor may walk around the classroom to review student work and/or classroom postings, if appropriate.

5. *Do teachers receive feedback from the classroom visitor?*
   The site visit team seeks to identify trends across the school, not to provide information on the effectiveness of specific classroom practices or individual teachers. Team members will NOT provide feedback to individual teachers nor will they provide feedback on individual teachers to school leadership. Classroom visits are NOT teacher evaluations. They will not be shared with individual

teachers or any other school personnel. They are intended to provide information to the site visit team about the implementation of the academic program, the availability of resources, and any additional evidence that demonstrates aspects of school practices and operations.

6. *Should the classroom visitor expect to see all of the indicators on the classroom visit tool in a single classroom?*

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

School: _____Date: _____Subject: _____Grade Level:_____
Number of Students: _____Number of Adults: _____Start Time: _____End Time: _____Observer's Initials: _____
*Directions: Note whether the indicator in **bold type** has been **observed** or **not observed** by circling the correct option.*

Supportive Classroom Climate		
1. **Behavioral expectations are clear and understood by students.** (1.1.1)	**Observed**	**Not Observed**
Evidence:		
2. **Learning environment is highly structured and learning time is maximized** through effective planning and guidance. (1.1.2)	**Observed**	**Not Observed**
Evidence:		
3. **Classroom interactions are cooperative and conducive to learning.** (1.1.3)	**Observed**	**Not Observed**
Evidence:		
Purposeful Teaching		
4. **Teachers provide students with clear learning goals and focused, purposeful instruction.** (1.2.1)	**Observed**	**Not Observed**
Evidence: *Learning goal(s) or objective(s):*		
5. **A variety of instructional strategies and materials support students' diverse needs.** (1.2.2)	**Observed**	**Not Observed**
Evidence:		
6. **All students are cognitively engaged in learning.** (1.2.3)	**Observed**	**Not Observed**
Evidence:		

7. Instruction requires all students to use and <u>develop higher order thinking skills</u>. (1.2.4)		**Observed**	**Not Observed**
	Evidence		
Assessment and Adjustment			
8. <u>In-class assessment strategies reveal students' thinking about learning goals</u>. (1.3.1)		**Observed**	**Not Observed**
	Evidence		
9. Timely, frequent, specific <u>feedback is provided</u> throughout the learning process to inform improvement efforts. (1.3.2)		**Observed**	**Not Observed**
	Evidence		

Additional Notes:

Appendix C: Interview Guidance and Worksheets

During the RSV, a series of interviews and/or focus groups will be conducted to gather information about the school. Interview data, similar to classroom visits, are intended to provide information about the implementation of the school's program and operations. The site visit team leader, with guidance from school leadership, will work to establish a schedule that is appropriate for the school. Depending on the purpose of the RSV and the school's structure, the number and length of interviews conducted varies. The following are examples only.

SCHOOL-WIDE INTERVIEWS		
Interviews/ focus groups	**Description**	**Approximate Time Needed**
Governance / oversight focus group	This interview is conducted with a representative group of the school's governing body, or oversight body, if applicable. This might include a Charter School Board or district leadership.	**1 hour**
School Leadership	School leadership includes the principal and key assistants (e.g., assistant principals, curriculum director and/or lead teachers). In addition to an interview, school leadership may be asked to provide further guidance and insight throughout the visit. Feedback on the team's preliminary findings will be presented to school leadership at the end of the site visit.	**1-hour** focus group each day **30-45-minute** feedback session
Charter / Education Management Organization	For schools operated by a CMO or EMO, a focus group will be conducted with key members of the management organization on topics pertinent to the role the organization plays in the management of the school. These individuals are also invited to participate in feedback sessions.	**1-hour** focus group
Teacher focus group	Groups of teachers, typically by **grade level,** make up focus groups. In some cases, the team may request a focus group meeting with teaching assistants, aides, or other personnel to discuss their roles in the delivery of the academic program at the school. The team makes an effort to speak to as many of the school's teaching staff as possible.	**45 minutes** (When possible, scheduled during common prep periods.)
Specialist interviews	Interviews with specialists are conducted. School leaders are asked to identify personnel who play a significant role in school functioning (e.g., the school's special education director, ELL coordinator, curriculum coordinators, guidance counselors and other relevant staff).	**45 minutes**
Student focus group	A selection of **four**-to-**eight** students representing a variety of grade levels and varying instructional needs. Students are selected by the school's leadership and/or staff. Students are asked to bring a piece of recent work to share with the focus group leader.	**30 minutes**
Parent focus group	A representative group of **four**-to-**eight** parents, whose children have a range of academic needs, who have attended the school for various lengths of time and who have a range of participation experiences with the school.	**30-45 minutes** (If possible, scheduled around arrival or dismissal)

What is the purpose of the interview worksheet?

Interview worksheets are provided to:

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

2. Ensure uniformity across interviews conducted; and,

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

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

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

How do I use the interview worksheet?

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

Principal/Chief Executive Interview Guide

Domain 1: Instruction	School-specific questions
1. Is there a school-wide approach to behavior management that we will observe in the classrooms? ❑ Behavioral expectations ❑ Maximize learning time	
2. What is the school's approach to instruction? Are there common practices we will observe across classrooms? ❑ Specific strategies ❑ Lesson structure and objectives ❑ Differentiation ❑ Components of the school's curriculum ❑ Student collaboration/peer work ❑ Ensuring students' cognitive engagement/higher order thinking	
3. How do teachers assess students' mastery of skills and content during lessons? ❑ Formative assessments/checks for understanding ❑ Feedback to students	

Domain 2: Students' Opportunities to Learn	School-specific questions
4. How does the school identify and support students who are struggling or at risk? ❑ Process for identification of students needing academic and behavioral supports (Response to Intervention, child study/student support teams) ❑ Available academic/behavioral supports offered by school (types, frequency, staffing, training) ❑ Approach to monitoring progress ❑ Services for special education students/English language learners	
5. In what other ways does the school support student learning? ❑ Safe and caring environment (physical and emotional safety) ❑ Family engagement ❑ High expectations ❑ Programs and supports to develop social and emotional awareness skills ❑ Opportunities to form positive relationships with peers and adults ❑ Celebration of students' success and growth	

Domain 3: Educators' Opportunities to Learn	School-specific questions
6. Describe the school's approach to professional development (PD). ❑ Focus of PD and how it was identified ❑ Structure, frequency, and content of PD (active, intensive, sustained, follow-up) ❑ Evaluation and evidence of effectiveness ❑ Opportunities for teachers to collaborate (mentors, teams, structures, follow-up) ❑ Role of school leaders in facilitating/supporting teacher collaboration	
7. Describe the adult culture in the building. ❑ Growth-oriented focus; shared commitments and beliefs ❑ Relationship among staff/between staff and administrators	
Domain 4: Governance & Leadership	**School-specific questions**
8. In what ways do you monitor and work to continuously improve the academic program? ❑ Academic vision, goals, and progress-monitoring ❑ Review of curriculum and curriculum revisions ❑ Feedback to teachers on planning documents and instruction (frequency, content, consistency) ❑ Analysis of data and determining next steps	
9. What assessments does the school administer, and what is the purpose of each assessment? ❑ Type and frequency ❑ How school leaders use the data (strategic, impact on programs, transparency) ❑ How teachers are expected to access and use the data (systems, structures, time allocated)	
10. How do you ensure effective operations at the school? ❑ Systems, structures, and routines ❑ Targeting resources (school budgeting process and spending priorities, staffing, and deployment of human resources) ❑ Communication and decision-making processes and structures ❑ Leadership pipeline ❑ Recruitment, hiring, and retention of teachers ❑ Supervision and evaluation processes	
13. Describe how the board oversees the school. ❑ Information they receive about the academic program; expertise to understand its meaning ❑ Information they receive about the school's finances, and financial expertise ❑ Recruitment, hiring, and evaluation of chief executive ❑ Strategic plan	

Teacher Focus Group Guide / Specialist Focus Group Guide

Domain 1: Instruction	School-specific questions
1. Is there a school-wide approach to behavior management that we will observe in the classrooms? ❑ Behavioral expectations ❑ Maximize learning time	
2. What is the school's approach to instruction? Are there common practices we will observe across classrooms? ❑ Specific strategies ❑ Lesson structure and objectives ❑ Differentiation ❑ Components of the school's curriculum ❑ Student collaboration/peer work ❑ Ensuring students' cognitive engagement/higher order thinking	
3. How do you assess students' mastery of skills and content during lessons? ❑ Formative assessments/checks for understanding ❑ Feedback to students	
Domain 2: Students' Opportunities to Learn	**School-specific questions**
4. How does the school identify and support students who are struggling or at risk? ❑ Process for identification of students needing academic and behavioral supports (Response to Intervention, child study/student support teams) ❑ Available academic/behavioral supports offered by school (types, frequency, staffing, training) ❑ Approach to monitoring progress ❑ Services for special education students/English language learners	
5. In what other ways does the school support student learning? ❑ Safe and caring environment (physical and emotional safety) ❑ Family engagement ❑ High expectations ❑ Programs and supports to develop social and emotional awareness skills ❑ Opportunities to form positive relationships with peers and adults ❑ Celebrate student successes and growth	

Domain 3: Educators' Opportunities to Learn	School-specific questions
6. Describe the school's approach to professional development (PD). ❑ Focus of PD and how it was identified ❑ Structure, frequency, and content of PD (active, intensive, sustained, follow-up) ❑ Evaluation and evidence of effectiveness ❑ Opportunities for teachers to collaborate (mentors, teams, structures, follow-up) ❑ Role of school leaders in facilitating/supporting teacher collaboration	
7. Describe the adult culture in the building. ❑ Growth-oriented focus; shared commitments and beliefs ❑ Relationship among staff/between staff and administrators	

Domain 4: Governance & Leadership	School-specific questions
8. In what ways do school leaders monitor and work to continuously improve the academic program? ❑ Academic vision, goals, and progress-monitoring ❑ Review of curriculum and curriculum revisions ❑ Feedback to teachers on planning documents and instruction (frequency, content, consistency) ❑ Analysis of data and determining next steps	
9. Can you describe ways in which the school ensures effective operations? ❑ Clarity, consistency and efficiency of systems, structures, and routines ❑ Targeting resources (teacher participation in school budgeting process and setting spending priorities) ❑ Staffing and deployment of human resources (sufficient staff to support students, use of paraprofessionals) ❑ Communication and decision-making processes and structures ❑ Leadership development opportunities and pathways for teachers ❑ Recruitment, hiring, and retention of teachers ❑ Supervision and evaluation processes	
10. Describe how the board oversees the school. ❑ Information they receive about the academic program ❑ Information they receive about the school's finances ❑ Recruitment, hiring, and evaluation of chief executive ❑ Strategic plan	

Charter / Education Management Organization Interview Guide

Domain 1: Instruction	School-specific questions
1. Is there a school-wide approach to behavior management that we will observe in the classrooms? ❑ Behavioral expectations ❑ Maximize learning time ❑ Non-negotiables set by CMO/EMO	
2. What is the school's approach to instruction? Are there common practices we will observe across classrooms? ❑ Specific strategies, lesson structure and objectives ❑ Differentiation ❑ Components of the school's curriculum ❑ Ensuring students' cognitive engagement/higher order thinking ❑ Non-negotiables set by CMO/EMO	
Domain 2: Students' Opportunities to Learn	**School-specific questions**
3. How does the school identify and support students who are struggling or at risk? ❑ Process for identification of students needing academic supports (Response to Intervention, child study/student support teams) ❑ Process for identification of students for academic and behavioral supports ❑ Available academic/behavioral supports offered by school (types, frequency, staffing, training) ❑ Approach to monitoring progress ❑ Services for special education students/English language learners	
4. In what other ways does the school support student learning? ❑ Specific initiatives of CMO/EMO ❑ Celebrations of students' (academic) accomplishments ❑ Safe and caring environment (physical and emotional safety) ❑ Communication with students' families and family engagement ❑ High expectations ❑ Programs and supports to develop social and emotional awareness skills ❑ Opportunities to form positive relationships with peers and adults	

Domain 3: Educators' Opportunities to Learn	School-specific questions
5. Describe the school's approach to professional development (PD). ❑ Focus of PD and how it was identified ❑ Structure, frequency, and content of PD (active, intensive, sustained, follow-up) ❑ Evaluation and evidence of effectiveness ❑ Opportunities for teachers to collaborate (mentors, teams, structures, follow-up) ❑ Role of school leaders in facilitating/supporting teacher collaboration	
6. Describe the adult culture in the building. ❑ Mindsets (growth-oriented, shared commitment) ❑ Relationship among staff/between staff and administrators	

Domain 4: Governance & Leadership	School-specific questions
7. Describe how the board and/or CMO/EMO oversees the school. ❑ Information they receive about the academic program, and expertise to understand information ❑ Information they receive about the school's finances, and financial expertise ❑ Communication with school board and its members ❑ Recruitment, hiring, and evaluation of chief executive ❑ Strategic plan	
8. In what ways does the CMO/EMO monitor and work to continuously improve the academic program? ❑ Academic vision, goals, and progress-monitoring ❑ Review of curriculum and curriculum revisions ❑ Role in providing feedback to teachers on planning documents and instruction (frequency, content, consistency) ❑ Analysis of data and determining next steps (school improvement plans) ❑ Supervision and evaluation processes ❑ Process for recruiting and hiring teachers and support provided by CMO/EMO	
9. What assessments does the school administer, and what is the purpose of each assessment? ❑ Frequency ❑ How does CMO/EMO use the data ❑ Supports put in place by the CMO/EMO to facilitate use of data (protocols, templates) ❑ How school leaders use the data ❑ How teachers are expected to access and use the data	

10.	Can you describe ways in which school resources are targeted toward improving student learning and achievement? ❑ School budgeting process (CMO/EMO participation) ❑ Spending priorities ❑ Staffing and deployment of human resources (sufficient staff to support students, use of paraprofessionals) ❑ Recruitment, hiring, and retention of staff ❑ Supervision and evaluation processes ❑ Opportunities for staff leadership development	

Governance Focus Group Guide

Domain 2: Students' Opportunities to Learn	School-specific questions
1. Describe the measures the school board has put in place to ensure the safety of students and school staff. ❑ Investment in security personnel or equipment ❑ Training for staff and students	

Domain 4: Governance & Leadership	School-specific questions
2. Describe how the board oversees the school. ❑ Information they receive about the academic program, and expertise to understand its meaning ❑ Information they receive about the school's finances, and financial expertise ❑ Communication with school leader and/or CMO/EMO ❑ Recruitment, hiring, and evaluation of chief executive ❑ Oversight of contract with CMO/EMO ❑ Strategic plan	
3. How do you ensure effective operations at the school? ❑ School budgeting process ❑ Spending priorities ❑ Staffing and deployment of human resources	
4. What measures have you put in place to ensure the sustainability of the school? ❑ School leadership pipeline ❑ Financial viability ❑ Facilities ❑ Self-assessment of governing practices and outcome	

Parent Focus Group Guide

Domain 1: Instruction	School-specific questions
1. What are the school's expectations for students when they are in class? (behavior and academics) ❑ Consistency across teachers, grade levels ❑ Communication of expectations to students and their families	
2. How do teachers know where students are struggling and what they are doing well? ❑ Assessments ❑ Feedback to students	

Domain 2: Students' Opportunities to Learn	School-specific questions
3. How does the school support students who are struggling or at risk? ❑ School's process for identification of students needing academic or behavioral supports (Response to Intervention, child study/student support teams) ❑ Available academic/behavioral supports offered by school (types, frequency, staffing, training) ❑ School's approach to monitoring progress ❑ Services for special education students/English language learners	
4. In what other ways does the school support student learning? ❑ Celebration of students' (academic) accomplishments ❑ Family engagement (workshops, opportunities to share home practices to support student learning, parent volunteerism, PTOs) ❑ Safe and caring environment (physical and emotional safety across classrooms, hallways, parking lots, etc.) ❑ Hold and communicate high expectations ❑ Programs and supports to develop social and emotional awareness skills ❑ Opportunities to form positive relationships with peers and adults ❑ Extracurricular activities (clubs, sports)	

Student Focus Group Guide

Domain 1: Instruction	School-specific questions
1. How is the school preparing you for college? Provide an example. Do you ever/Have you ever: ❑ Complete an extended (3-to-5-page) research paper ❑ Read non-fiction materials ❑ Take notes while the teacher gives you a presentation or a lot of information ❑ Conduct science experiments and analysis of data ❑ Work on challenging math concepts (fundamentals of algebra, geometry) ❑ Take a second language ❑ Practice time management skills ❑ Create to-do lists, set goals, etc. ❑ Use computers to complete your assignments ❑ Work on assignments that require considerable out of class preparation ❑ Learn about college admissions process, tuition/financial aid ❑ Learn career/technical skills (vocational opportunities)	
2. What are the expectations while you are in class? ❑ High expectations (behavior and academic) ❑ Consistency across the school ❑ Communication of expectations ❑ Rewards for good behavior	
3. What kinds of activities do you usually do in class? Describe a typical lesson in: ❑ Reading/Writing/Math/Science/Social studies ❑ Challenging ❑ Engaging ❑ Work collaboratively ❑ Specific strategies used by teachers	
4. How do teachers know how you are doing in class? How do you know how you are doing at this school? ❑ Report cards ❑ Progress reports ❑ Assessments (standardized and teacher created) ❑ Rubrics ❑ Feedback from teachers or peers ❑ Chances to correct or revise work	

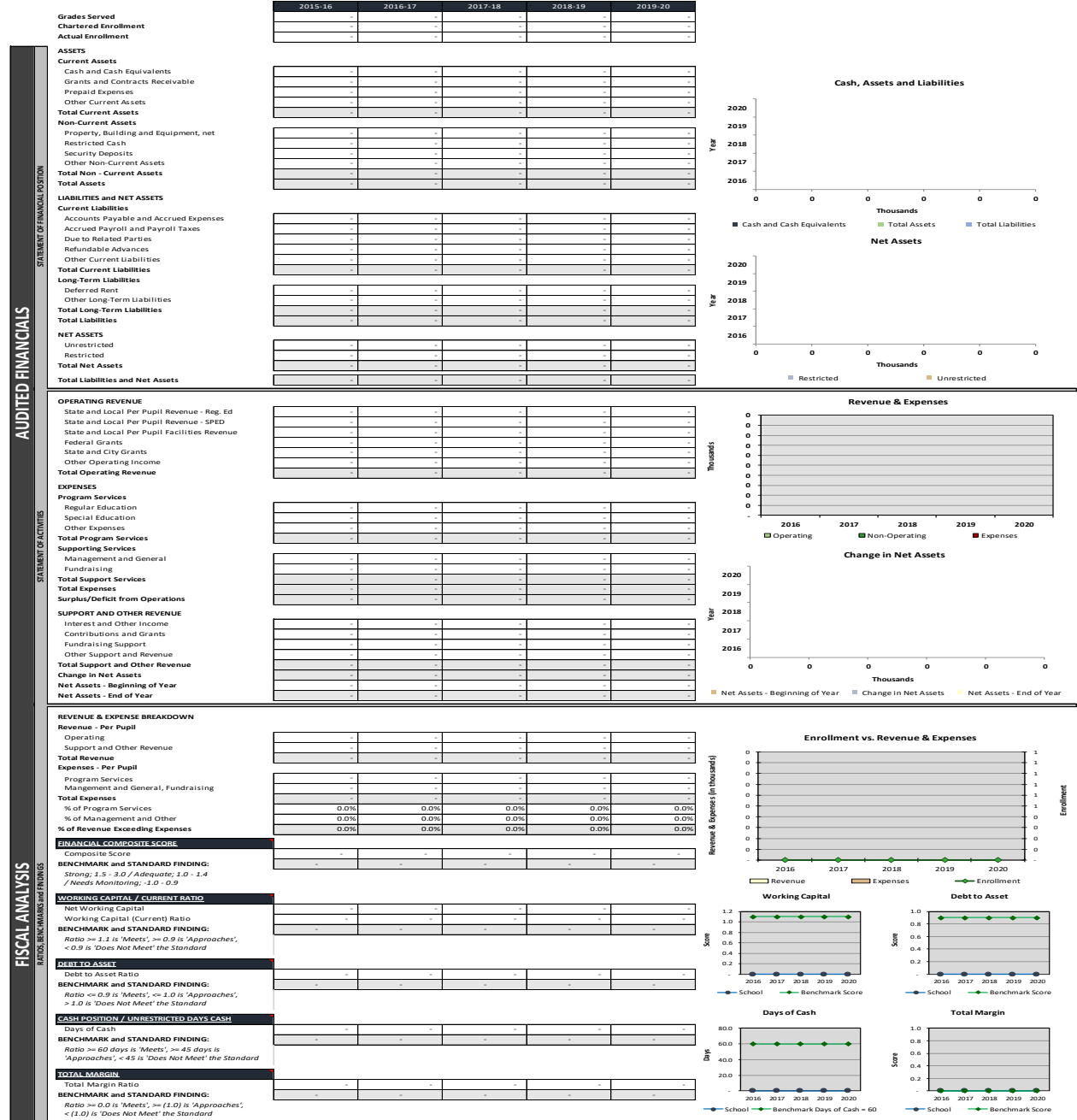| Domain 2: Students' Opportunities to Learn	School-specific questions
5. What types of support does the school offer kids who need extra help? ❑ Identifying students in need/accessing extra help ❑ Out of school academic services (tutoring) ❑ In-school academic services ❑ Opportunities for credit recovery during summer or weekend programs	
6. Does the school offer any programs aimed at helping kids develop social skills? ❑ Violence/anger management programs ❑ Community circles ❑ Mentoring programs ❑ Boys'/girls' groups ❑ Clubs and extracurricular activities ❑ Sports ❑ Student governance/student council	
7. How does the school celebrate your accomplishments? ❑ Awards ceremonies ❑ Announcements ❑ Rewards/trips ❑ National (Junior) Honor Society	
8. Is this school a safe place? ❑ How does the school work to make sure that kids here are safe? ❑ Security personnel or equipment ❑ Training/workshops ❑ Bullying	
9. How does the school involve your families? ❑ Workshops for parents ❑ Opportunities to volunteer ❑ Attendance at ceremonies, community meetings ❑ Parent/Teacher Organizations	

Appendix F

FISCAL DASHBOARD

ROCKFORD PUBLIC SCHOOLS

School:	-
Latest Audit Year:	2019-20
Year School Opened:	
Years of Operation:	

AUDITED FINANCIALS

STATEMENT OF FINANCIAL POSITION

	2015-16	2016-17	2017-18	2018-19	2019-20
Grades Served	-	-		-	
Chartered Enrollment	-	-		-	
Actual Enrollment	-	-		-	
ASSETS					
Current Assets					
Cash and Cash Equivalents	-	-	-	-	-
Grants and Contracts Receivable	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Other Current Assets	-	-	-	-	-
Total Current Assets	-	-	-	-	-
Non-Current Assets					
Property, Building and Equipment, net	-	-	-	-	-
Restricted Cash	-	-	-	-	-
Security Deposits	-	-	-	-	-
Other Non-Current Assets	-	-	-	-	-
Total Non - Current Assets	-	-	-	-	-
Total Assets	-	-	-	-	-
LIABILITIES and NET ASSETS					
Current Liabilities					
Accounts Payable and Accrued Expenses	-	-	-	-	-
Accrued Payroll and Payroll Taxes	-	-	-	-	-
Due to Related Parties	-	-	-	-	-
Refundable Advances	-	-	-	-	-
Other Current Liabilities	-	-	-	-	-
Total Current Liabilities	-	-	-	-	-
Long-Term Liabilities					
Deferred Rent	-	-	-	-	-
Other Long-Term Liabilities	-	-	-	-	-
Total Long-Term Liabilities	-	-	-	-	-
Total Liabilities	-	-	-	-	-
NET ASSETS					
Unrestricted	-	-	-	-	-
Restricted	-	-	-	-	-
Total Net Assets	-	-	-	-	-
Total Liabilities and Net Assets	-	-	-	-	-

Cash, Assets and Liabilities (chart)
■ Cash and Cash Equivalents   ■ Total Assets   ■ Total Liabilities

Net Assets (chart)
■ Restricted   ■ Unrestricted

STATEMENT OF ACTIVITIES

	2015-16	2016-17	2017-18	2018-19	2019-20
OPERATING REVENUE					
State and Local Per Pupil Revenue - Reg. Ed	-	-	-	-	-
State and Local Per Pupil Revenue - SPED	-	-	-	-	-
State and Local Per Pupil Facilities Revenue	-	-	-	-	-
Federal Grants	-	-	-	-	-
State and City Grants	-	-	-	-	-
Other Operating Income	-	-	-	-	-
Total Operating Revenue	-	-	-	-	-
EXPENSES					
Program Services					
Regular Education	-	-	-	-	-
Special Education	-	-	-	-	-
Other Expenses	-	-	-	-	-
Total Program Services	-	-	-	-	-
Supporting Services					
Management and General	-	-	-	-	-
Fundraising	-	-	-	-	-
Total Support Services	-	-	-	-	-
Total Expenses	-	-	-	-	-
Surplus/Deficit from Operations	-	-	-	-	-
SUPPORT AND OTHER REVENUE					
Interest and Other Income	-	-	-	-	-
Contributions and Grants	-	-	-	-	-
Fundraising Support	-	-	-	-	-
Other Support and Revenue	-	-	-	-	-
Total Support and Other Revenue	-	-	-	-	-
Change in Net Assets	-	-	-	-	-
Net Assets - Beginning of Year	-	-	-	-	-
Net Assets - End of Year	-	-	-	-	-

Revenue & Expenses (chart)
□ Operating   ■ Non-Operating   ■ Expenses

Change in Net Assets (chart)
■ Net Assets - Beginning of Year   ■ Change in Net Assets   ■ Net Assets - End of Year

FISCAL ANALYSIS

RATIOS, BENCHMARKS and FINDINGS

REVENUE & EXPENSE BREAKDOWN	2015-16	2016-17	2017-18	2018-19	2019-20
Revenue - Per Pupil					
Operating	-	-	-	-	-
Support and Other Revenue	-	-	-	-	-
Total Revenue	-	-	-	-	-
Expenses - Per Pupil					
Program Services	-	-	-	-	-
Mangement and General, Fundraising	-	-	-	-	-
Total Expenses	-	-	-	-	-
% of Program Services	0.0%	0.0%	0.0%	0.0%	0.0%
% of Management and Other	0.0%	0.0%	0.0%	0.0%	0.0%
% of Revenue Exceeding Expenses	0.0%	0.0%	0.0%	0.0%	0.0%

Enrollment vs. Revenue & Expenses (chart)
□ Revenue   ■ Expenses   ◆ Enrollment

FINANCIAL COMPOSITE SCORE					
Composite Score	-	-	-	-	-
BENCHMARK and STANDARD FINDING:	-	-	-	-	-
Strong: 1.5 - 3.0 / Adequate: 1.0 - 1.4 / Needs Monitoring: -1.0 - 0.9					

WORKING CAPITAL / CURRENT RATIO					
Net Working Capital	-	-	-	-	-
Working Capital (Current) Ratio	-	-	-	-	-
BENCHMARK and STANDARD FINDING:	-	-	-	-	-
Ratio >= 1.1 is 'Meets', >= 0.9 is 'Approaches', < 0.9 is 'Does Not Meet' the Standard					

DEBT TO ASSET					
Debt to Asset Ratio	-	-	-	-	-
BENCHMARK and STANDARD FINDING:	-	-	-	-	-
Ratio <= 0.9 is 'Meets', <= 1.0 is 'Approaches', > 1.0 is 'Does Not Meet' the Standard					

CASH POSITION / UNRESTRICTED DAYS CASH					
Days of Cash	-	-	-	-	-
BENCHMARK and STANDARD FINDING:	-	-	-	-	-
Ratio >= 60 days is 'Meets', >= 45 days is 'Approaches', < 45 is 'Does Not Meet' the Standard					

TOTAL MARGIN					
Total Margin Ratio	-	-	-	-	-
BENCHMARK and STANDARD FINDING:	-	-	-	-	-
Ratio >= 0.0 is 'Meets', >= (1.0) is 'Approaches', < (1.0) is 'Does Not Meet' the Standard					

Working Capital (chart) — ● School   ◆ Benchmark Score
Debt to Asset (chart) — ● School   ◆ Benchmark Score
Days of Cash (chart) — ● School   ◆ Benchmark Days of Cash = 60
Total Margin (chart) — ● School   ◆ Benchmark Score

Appendix G

CHARTER SCHOOL ACCOUNTABILITY RECORD

Charter School: _____
SY: _____

Table of Contents

*No later than September 30 of every odd-numbered year, each authorizer shall submit a report to the State Board of Education that shall respond at least to the reporting elements set forth in Section 27A-12 of the School Code. The State Superintendent of Education shall develop and post at http://www.isbe.net/charter/Default.htm by January 30 of each odd-numbered year a standard form that shall be used for this purpose.

This Accountability tool is separate from the reporting requirement required by the ISBE.

Charter School Personnel

Requirement	Date Required per Agreement	Date Submitted by School	Satisfactory/ Unsatisfactory	Notes
Lists of Employees: The Charter School shall provide the Board with a current list of all of its employees and shall cause each of its subcontractors to provide the Board with a current list of all of such subcontractor's employees providing services at the Charter School. ▪ Such lists shall contain the names, job positions, and Social Security Numbers of all applicable employees; ▪ For each employee, the date of initiation of the criminal background investigation required under Section 10-21.9 of the School Code and the results of such background check; and ▪ For each individual employed in an instructional position, evidence of certification, or evidence that such individual is otherwise qualified to teach under Section 27A-10(c) of the Charter Schools Law, including information regarding the additional mentoring, training, and staff development, if any, to be provided by the Charter School pursuant to Paragraph 5(f) of this Agreement. For any person hired in an instructional position after September 1 of any school year, the Charter School shall provide the Board with such evidence of certification or other qualification no later than ten (10) business days after the individual's initial date of employment.	September 1			

Financial Matters

Requirement	Date per Agreement	Date Submitted by School	Satisfactory/ Unsatisfactory	Notes
Budget and Cash Flow: The Charter School shall prepare and provide to the Board a copy of its annual budget and cash flow projections for each fiscal year by no later than June 1 of each year for the upcoming fiscal year budget. The fiscal year for the Charter School shall begin July 1 of each year.	June 1			
Cost Allocation Plan: The adoption and implementation of a Cost Allocation Plan must be submitted to and approved by the Board, prior to July 1, and, thereafter, must be submitted to and approved by the Board to the extent the Charter School seeks to amend the Cost Allocation Plan. The Cost Allocation Plan should follow the cost allocation plan required by Illinois State Board of Education State and Federal Administration Policy.	July 1			
Audit to Confirm Adequate Financial Controls: ▪ generally accepted accounting procedures; ▪ a checking account(s); ▪ adequate payroll procedures; ▪ confirm that Charter board members do not have beneficial interests directly or indirectly in any contract, work, or business of the Charter unless permitted by State law; ▪ bylaws; ▪ an organization chart; and ▪ procedures for the creation and review of monthly and quarterly financial reports, which procedures shall specifically identify the individual who will be responsible for preparing such financial reports in the following fiscal year.	N/A			
Audit to Confirm Adequate Insurance: ▪ Worker's Compensation and Employers' Liability; ▪ Commercial General Liability; ▪ School Board Legal/Professional Liability; ▪ Umbrella Liability; and ▪ Property	N/A			

Health, Life, Safety

Requirement	Date Required per Agreement	Date Submitted by School	Satisfactory/ Unsatisfactory	Notes
All leases, occupancy permits and health and safety approvals for all established Attendance Centers must remain valid and in force. Charter must certify to the RPS Board by August 1 of the first year of operations and thereafter no earlier than June 1 and no later than July 1 of each subsequent year during the term of this Agreement that such leases, certificates, and approvals remain in force.	No earlier than June 1, and no later than July 1 of each subsequent year.			

Open Meetings Act Compliance

Requirement	Date Required per Agreement	Date Submitted by School	Satisfactory/ Unsatisfactory	Notes
OMA Compliance: ▪ Notice of meeting timely provided. ▪ Quorum Present. ▪ Appropriate Board Member Composition	N/A			Date of Meeting: Board Members in Attendance: Additional Comments:

Student Matters/Enrollment

Requirement	Date Required per Agreement	Date Submitted by School	Satisfactory/ Unsatisfactory	Notes
Application – Deadline: The Charter School shall provide the District at least seven (7) days advance notice of the deadline for applications.				
List of Applicant Names: Within fourteen (14) days following the application deadline, the Charter School shall provide the District a list of all the names of applicants for each grade level.				

Requirement	Date Required per Agreement	Date Submitted by School	Satisfactory/ Unsatisfactory	Notes
Notice of Lottery: If a lottery process is necessary, the Charter School shall provide the District with date and time for the lottery process at least two (2) days in advance of the lottery process.				
Audit of Lottery: Statutory Compliance (See Appendix A)	N/A			Date/Time of Lottery: Copy of Recording and Records Received by September 1: Additional Comments:
Waitlist for Enrollment: Charter schools *must submit an updated waitlist to the authorizer on a quarterly basis*. <ins>A waitlist must be submitted to the authorizer at the same time as quarterly financial statements</ins>.	Quarterly – per statute.			
Discipline Policy: The Charter School shall submit a copy of the proposed disciplinary code, including procedures for suspension and expulsion, to the General Counsel for the Board.	July 1			
Submission of School Calendar	July 1			
Curriculum and Instruction – Review the ISBE Curriculum and Instruction Form 88-02 submitted by the Charter. (Note areas of concern, non-compliance, or excellence, etc.) [Only Jackson has this form heading into the 20-21 school year.]	N/A			
English Language Learners – Review the ISBE English Language Learning Services Form 92-15B submitted by the Charter. (Note areas of concern, non-compliance, or excellence, etc.)	N/A			

Special Education

Requirement	Date Required per Agreement	Date Submitted by School	Satisfactory/ Unsatisfactory	Notes
The Charter School shall notify and invite the Executive Director of Special Education of the Rockford Public Schools and/or his/her designee of any meeting related to eligibility for special education and related services, including but not limited to initial evaluation of a student who was not identified as eligible and did not have an IEP in his/her educational placement immediately prior to enrolling in the Charter School, eligibility determination conferences, and manifestation determination reviews.	Ongoing	Ongoing		**RPS Auditor should conduct review of random Charter files to confirm that invitations have been provided to RPS E.D. for a statistically significant number of files.
Review of procedures detailed in Form 34-50B, as compared to actual Charter procedures to ensure compliance.	N/A			

Appendix A

Requirements Related to Lottery – See 105 ILCS 5/27A-4(h)

- Any lottery related to enrollment must be administered and videotaped by the charter school. The charter school must maintain a videotaped record of the lottery, including a time/date stamp. The charter school shall transmit copies of the videotape and all records relating to the lottery to the authorizer on or before September 1 of each year.

- An RPS representative must be allowed to be present or view the lottery in real time.

- Any lottery must be administered in a way that provides each student an equal chance at admission. However, priority shall be given to siblings of pupils enrolled in the charter school and to pupils who were enrolled in the charter school the previous school year, unless expelled for cause.

- If an authorizer makes a determination that a charter school's lottery is in violation of Charter School law, it may administer the lottery directly.

- After a lottery, each student randomly selected for admission to the charter school must be notified. Charter schools may not create an admission's process subsequent to a lottery that may operate as a barrier to registration or enrollment. Charter schools may undertake additional intake activities, including without limitation student essays, school-parent compacts, or open houses, **but in no event may a charter school require participation in these activities as a condition of enrollment**.