State Review Panel
School Review Protocol

2025–26

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Part I: Introduction

The State Review Panel (SRP, the Panel) was created by the Education Accountability Act of 2009 ("Accountability Act") to provide a critical evaluation of the State's lowest-performing schools' and districts' plans for dramatic action and to provide recommendations to the Commissioner and the State Board of Education. The SRP's work is informed by a holistic review of the school or district, including guiding documents (e.g., Unified Improvement Plan, CDE review of the UIP) and a site visit. The site visit component was added in 2014 to strengthen the Panelists' understanding of the conditions in the schools and districts that are further along on the accountability clock and to make a recommendation to the Commissioner and the State Board of Education about required actions at the end of the accountability clock. For schools that continue to remain on the accountability clock, the SRP conducts an additional progress-monitoring site visit to assess the actions the school was previously directed to take by the Colorado State Board of Education. This includes examining the fidelity to which the school has implemented directed actions and the amount of time the school has had to achieve results through implementing the actions.

What is the Colorado Department of Education SRP review?

The SRP review is a process that Panelists use to understand and explain the extent to which schools have the capacity to plan and implement the dramatic change required to exit the accountability clock (i.e., Priority Improvement, Turnaround). The SRP site visit process was designed in partnership with SchoolWorks – an education consulting organization with the mission to build educators' capacity to positively impact student learning and well-being. The SRP site visit places a team of experienced educators from Colorado in a school for two to three days to collect and analyze data related to the school's capacity on specific criteria and indicators. Following the visit, the SRP produces a written site visit report and a recommendation that is provided to the State Board of Education, the Commissioner, and/or the school and the Colorado Department of Education, depending on the nature of the SRP visit *(see the SRP visit type table on pages 3–4)*.

What is the purpose of an SRP review?

The purpose of an SRP review is to gather onsite evidence about a school's program and operations in the areas outlined in the Accountability Act. The site visit builds on the document review process conducted by the SRP in preparation for deeper analysis while onsite. The site visit allows the SRP to interact with the school to determine capacity and solicit input from school and district staff. For progress monitoring reviews, the site visit also allows the Panel to assess implementation of the actions the school was previously directed to take. However, The SRP report and recommendation is only one piece of information the State Board of Education considers when determining future actions for the school.

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What are the Colorado district and school criteria and indicators?

Based on the criteria outlined in the Accountability Act, the SRP site visit determines whether:

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

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

What are the types of SRP visits, and what prompts an SRP visit?

Schools are expected to participate in three types of Required Reviews.

(1) **Initial SRP visit – Early Action**: when schools on Year 3 or 4 on the clock choose to participate in early action with the State Board;

(2) **Initial SRP visit – End of Clock**: when a school anticipates it will advance to Year 5 on the accountability clock, with the visit typically occurring in the spring of Year 4 on the clock;

(3) **Progress Monitoring – Board Ordered**: when a State Board order is in effect, typically in preparation for a rehearing if the school has after two years of implementation not yet exited the clock. This type of visit may also occur if the district requests an order change and/or if there is a lack of compliance with a Board order.

There is one type of optional review.

(1) **Optional SRP visit – Optional**: a visit primarily intended to provide helpful information to inform improvement efforts at the school and/or district level. Unlike the other types of visits, the district and school are the primary audience. Typically, this kind of visit will be offered to schools in Year 3 of the clock if the department has additional funds available.

Each of these visits, their purpose, and reporting practices are described below.

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SRP visit type	Who receives this SRP visit?	What prompts this SRP visit?	What is the purpose of this visit?	Protocol Key Questions addressed	What reports are produced?	Who is the audience for these reports?
Required Reviews						
Initial SRP visit – Early Action	Schools on the clock (Year 3 or 4)	**Year on the clock and district request for an early action hearing**	**Accountability** Further understand school conditions and performance	**Key Questions 1–6**	**Site Visit Report** **Recommendation Report –** Only considers the pathway proposed by the district	**Primary:** Commissioner and State Board of Education **Secondary:** School / District
Initial SRP visit – End of Clock	Schools nearing the end of the accountability clock (i.e., Year 4 or 5)	**Year on the clock**	**Accountability** Further understand school conditions and performance	**Key Questions 1–6**	**Site Visit Report** **Recommendation Report –** All pathways possible	**Primary:** Commissioner and State Board of Education **Secondary:** School / District
Progress Monitoring – Board-Ordered	School that has received an initial SRP visit and has a previously-directed Board action	**District request of order change** **or** **State Board-directed** **or** **State Board re-hearing** **or** **Lack of compliance with the order**	**Accountability** Follow-up on performance / previously directed Board action	**Key Questions 1–6**	**Site Visit Report** **Recommendation Report** - All Pathways possible, recommendation is focused on whether the site should maintain, modify, or change current Board order	**Primary:** Commissioner and State Board of Education **Secondary:** School / District

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SRP visit type	Who receives this SRP visit?	What prompts this SRP visit?	What is the purpose of this visit?	Protocol Key Questions addressed	What reports are produced?	Who is the audience for these reports?
Optional Reviews						
Optional SRP visit	Aimed at sites at Year 3 on the clock (if department funds are available)	**District request and as resources allow**	**Technical Assistance** Provides Year 3 sites an optional SRP review to receive an early informational report. The most recent report will be used for the State Board hearing (if school advances to Year 5).	**Key Questions 1–6**	**Site Visit Report Recommendation Report** – All pathways possible	**Primary:** District / School **Secondary:** Colorado Department of Education staff

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What does the SRP review entail?

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

Prior to arriving onsite, Panelists conduct a document review aligned to the six key areas in the Accountability Act, including prior SRP reports and recommendations. While onsite, the Panelists use evidence collected through focus group interviews, classroom visits, and reviews of additional documents to come to consensus on capacity levels in relation to the six key areas. For visits that are in preparation for a State Board hearing, the team prepares a written report for the Commissioner and State Board of Education that becomes part of a larger body of evidence used by the Board to direct action. For visits that are more narrowly focused to document progress, the Panel prepares a written report that provides consensus ratings on capacity levels in relation to the six key areas and shares evidence-based statements related to the school's progress.

The process benefits most from open, frank, and professional dialogue between the school, district, and the Panelists. The professionalism of the school, district, and Panelists is essential; all parties have clear roles and responsibilities designed to promote good rapport and clear communication (refer to pages 6 and 16). Panelists are governed by a code of conduct (refer to page 9). Honesty, integrity, objectivity, and a focus on the best interests of students are essential.

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

	SW Project Manager	CDE	District	School Leader	Panelist
Pre-Visit	• Collaborates with CDE to finalize visits • Finalizes site visit dates and serves as primary contact person to address any questions • Collects documents for review and finalizes site visit schedules • Facilitates orientation with school leader(s) and district • Selects and prepares Panelists for visit	• Makes introductions between SW project manager and district contact • Collaborates with SW to finalize visits • Collects pre-assigned documents and data for review	• Communicates site visit dates, purpose, and process with district-level stakeholders • Attends SW orientation with school leader(s) • Completes Stakeholder Input Form with school leader(s)	• Collaborates with SW PM to complete focus group organizer, shares master schedule and staff roster, and secures a meeting space for the SRP and focus groups • Uses the School Task Checklist (Appendix A) as a guide to upload documents for review • Attends SW orientation with district • Completes stakeholder input form with district • Communicates site visit dates, purpose, and process with stakeholders	• Prepares for site visit (reviews protocol and documents and drafts questions) • Collaborates with panelist to complete a thorough document review prior to the site visit • Connects with SW PM and site visit team for an orientation meeting
Site Visit	• Models and enforces code of conduct and acts as a support for panelists • Sets the tone for the visit and ensures all panelists have the information they need to fulfill their responsibilities effectively, reviewing the code of conduct and setting team norms • (Primary contact for district and school leaders) • Schedules recommendation meeting with panelists 2–3 days after the site visit	• If onsite, acts as an observer only • CDE transformation specialists provide context only	• Actively participates in focus group interviews	• Actively participates in focus group interviews • Works with SW PM for smooth visit • Provides additional resources, as needed per required pre-assigned documents for review by panelists	• Adheres to the code of conduct • Facilitates focus group interviews • Conducts classroom observations • Collects and organizes evidence from focus groups, classroom visits and school's document review in the protocol • Actively participates in team meetings
Post-Visit	• Provides feedback on draft site visit report and recommendation, ensuring evidence is sufficient, reflects team consensus, and follows established report timelines • Coordinates factual correction process • Sends final report to Commissioner of Ed	• Provides feedback via factual checks • Once report is final, reaches out to district contact regarding Spanish translations	• Completes factual correction request form with school leader(s) • Supports school to engage faculty and stakeholders to reflect on school's performance (and site visit report and recommendation)	• Provides feedback via Factual check • Engages faculty and stakeholders to reflect on school's performance and site visit report and recommendation	• Actively participates in recommendation meeting and provides feedback on report and recommendation • Writer completes report and recommendation

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Pre-Visit Planning and Analysis

SchoolWorks will provide designated district leaders and school leader(s) with an orientation on the SRP site visit process and will assist the school to organize a schedule for the site visit. In addition, SchoolWorks will work with each school leader to begin collecting documents that the site visit team will review prior to arriving onsite. These key documents include school and teacher schedules, curricula and related teaching documents, professional development calendars/schedules, and information on school partnerships. The purpose of this review is to begin gathering evidence in relation to the protocol's criteria and indicators. The site visit team will also review the results of the SRP's previous document review of the school.

This pre-visit analysis provides the site visit team with initial information about the school's programs and the students it serves. Team members review documents and record their initial questions about the school's performance according to protocol standards.

Evidence gathering onsite and coming to consensus on capacity levels

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

In addition, the team meets with district and school leaders, and—in the case of charter schools—with its Governing Board, to solicit input on which of the required actions represent the best fit for the school community. Input will be collected both orally and through the school's Unified Improvement Plan (UIP).

Site Visit Report

The site visit team's primary objective is to come to consensus on capacity levels in relation to six key areas identified in the Accountability Act. To come to consensus on a set of capacity levels, the site visit team works together to collate and discuss available evidence collected throughout the SRP process. At the end of the SRP site visit, a written report is developed and becomes part of a larger body of evidence regarding the school's performance. In cases in which the panel provides a recommendation report to the Board, this report may be used by the State Board of Education to direct actions.

Factual Corrections

Prior to submitting the report to the Commissioner, SchoolWorks provides three business days for the district to review the report for any errors of a factual nature. Factual corrections might include, for example: names, dates, historical references, program titles, or numbers of students and teachers. The SchoolWorks project manager emails the district designated leader a draft of the site visit report along with a copy of the factual corrections request form (see Appendix E) to request factual corrections and provide evidence to support the requested changes. During the factual corrections process, the report may be reviewed internally and shared with the school's leadership, but it is not available for broad or

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public distribution. While the report may contain edited corrections that are deemed factual in nature, the content of the report will not be edited during the factual corrections process.

Who is the audience for the State Review Panel reports?

For Required Reviews, Primary Report Audience: Commissioner and State Board of Education

When developing a report for use in State Board hearings, the Commissioner and State Board of Education receive the SRP report, including a summary of the recommendation and a more detailed report that provides the evidence used to make the recommendation. Once the report has been submitted to the Commissioner, the Commissioner is responsible for circulating the report and the recommendation to the State Board of Education and district leadership. The public may request the report once it has been sent to the State Board of Education. CDE does not automatically post the reports on its website, although it should be noted that SRP reports are posted on BoardDocs for all hearings. District leadership is then expected to share the report with their staff, local board members and the public, as needed. CDE staff are available for public meetings (e.g., local Board work sessions) to review and respond to questions regarding the Panel's report.

For Optional Reviews, Primary Report Audience: School/District

For schools that choose to participate in an optional review, if resources are available, the intended audience for the written report is the school and/or the district. Feedback provided is linked directly to the school's improvement planning, implementation, and effectiveness, and is intended to be formative and useful to the school and/or the district as it continues with these efforts moving forward. The report is shared with Colorado Department of Education staff and is shared directly to district staff. Reports are not posted on CDE's website, and it is the district/school's discretion to share the report with local stakeholders.

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Part II: Process and Results

How does the site visit team go about its work?

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

CODE OF CONDUCT FOR REVIEWERS*

1. **Carry out work with integrity**.
    a. Treat all those you meet with courtesy and sensitivity. Try to minimize stress.
    b. Allay anxiety through mutual respect and valuing opinions. Show an interest in what is said.
    c. Focus attention and questions on topics that will reveal how well students are learning.
    d. Assure confidentiality.
2. **Act in the best interests of students and staff.**
    a. Do not put students or staff in a position where they may have conflicting loyalties.
    b. Emphasize that students come first and are at the center of the review.
    c. Wherever possible, work to others' convenience.
    d. Be supportive and encouraging. Evidence given under undue stress is unreliable.
    e. Under no circumstances criticize the work of a teacher or others involved with the school.
    f. Classroom visits are confidential. Classroom visits are not evaluations. Individual teachers will not be provided feedback and information will not be shared with <u>any</u> school personnel.
    g. Teacher interviews and focus groups are confidential. Any information reported to the team will remain anonymous in both oral and written reports.
    h. Try to understand what teachers are doing and why. Be supportive.
3. **Be objective; base capacity levels on evidence, not opinion.**
    a. An individual's perception can be evidence, especially if supported by others' observations.
    b. Capacity levels must be fully supported by evidence, must be defensible, and must inform the key questions.
    c. Capacity levels must be reliable in that others would make the same finding from the same evidence.
    d. Be prepared to ask questions to establish whether a view is based on opinion or evidence.
    e. Discussion with staff and team members is part of the process to create a fair and secure evidence base on which capacity levels are determined.
    f. If a given piece of evidence is not affecting students' learning or experience, it is irrelevant.

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

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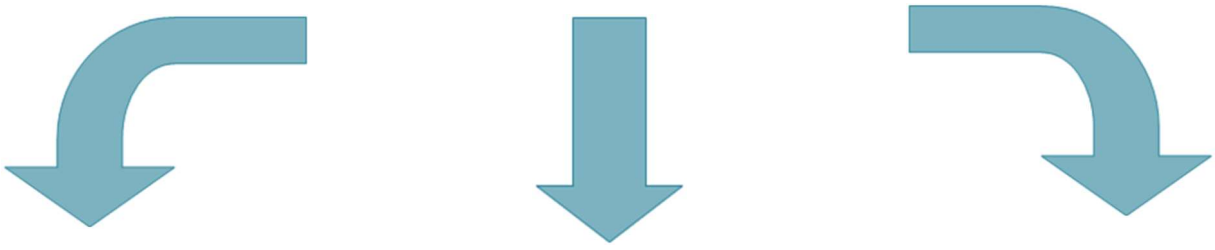
How does the site visit team come to consensus on capacity levels based on a collection of documents, interviews, and classroom visits?

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

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

Figure 1: Criterion-driven



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

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

Reporting
Criteria provide an organizing structure for report writing.

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

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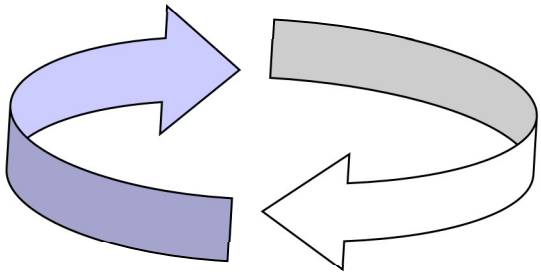
- ***The process is iterative, repeatedly checking on and testing the quality of the capacity level and the evidence that supports them.*** Review team members use a three-step process to move from pieces of evidence to capacity level about the school. First, the team records *evidence* by reviewing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

Figure 2: An iterative process

3. Capacity Levels: Determinations based on **evidence** and **trends** and grounded in the protocol criteria.

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



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

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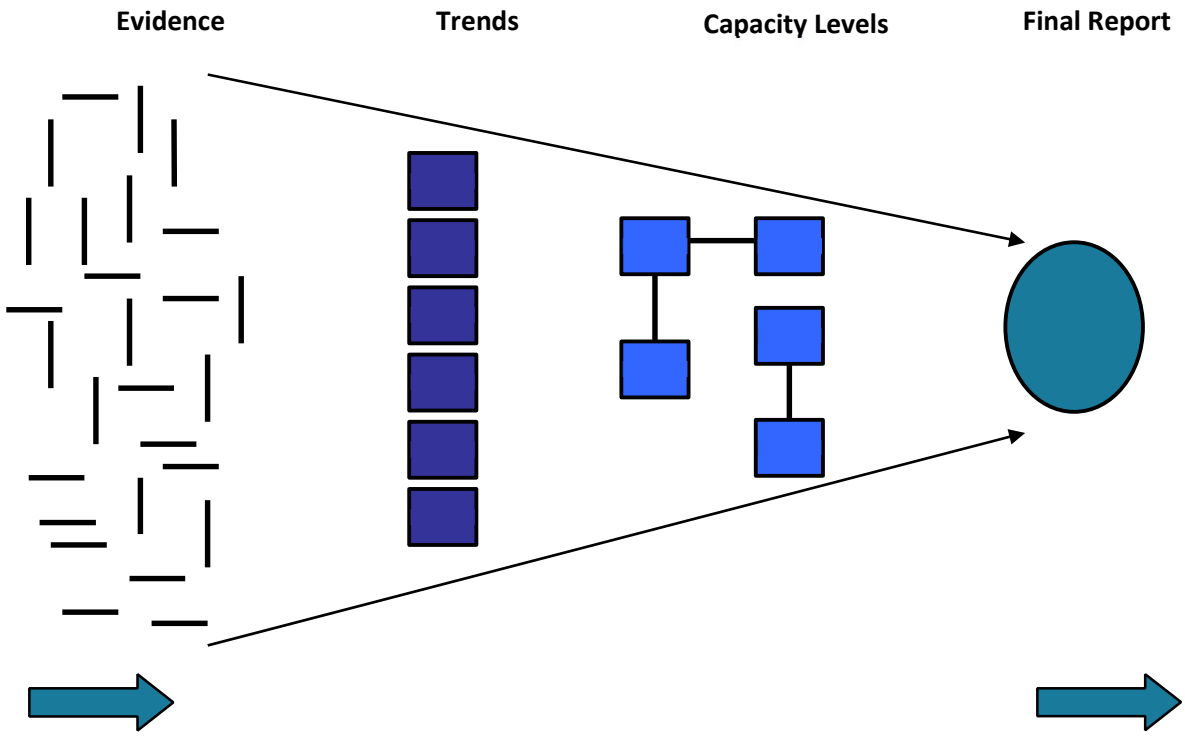
- ***The team uses its professional judgment to come to consensus on capacity levels.*** To be useful, the review team must produce a focused report. Focusing on key strengths and areas for improvement requires discerning only what is important and merits comment. This process is called "data reduction."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

Figure 3: Moving from evidence to capacity levels



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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 district to establish the purpose and convey the overall process for the site visit, including an introduction to the school principal.
2. SchoolWorks meets with the school principal to determine site visit dates and introduces school leadership to the SRP review protocol.
3. SchoolWorks works with the school to begin establishing a specific schedule for the site visit. The project manager remains available to answer any questions and to work with the school to ensure that the documents needed for the SRP are available in a timely manner.
4. SchoolWorks 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.
5. The school uses the School Task Checklist (see Appendix A) to ensure that all preparation is complete prior to the site visit.
6. The district completes the Stakeholder Input Form (see Appendix G) one week prior to the site visit.
7. SchoolWorks sends a copy of the protocol, the schedule, classroom visit tool, interview questions, and documents (including the State Review Panel's document review) for pre-visit analysis to the other team members.

What does the process look like when the team is onsite?

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

Onsite review

1. The site visit project manager begins the day meeting with the school principal to ensure proper introductions and any last minute changes to schedule or personnel. Panelists are typically introduced to the principal and other school staff, as needed.
2. The site visit team's initial morning meeting sets the tone for the visit and ensures all Panelists have the information they need to fulfill their responsibilities effectively; Panelists review the code of conduct and set team norms.
3. 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.

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4. The site visit team keeps the school leadership informed of its progress throughout the visit. This ensures that the school has every opportunity to present evidence to address the team's questions.
5. The site visit team will formulate consensus-based capacity levels that respond to the criteria and indicators in the SRP protocol. This is based on evidence provided to the team during interviews, classroom visits, and document reviews while onsite.

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Sample Daily Site Visit Schedule

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

Sample Daily Site Visit Schedule – Day 1		
Time	**Team Member #1**	**Team Member #2**
7:00–8:00 AM	Team arrives at school and morning meeting	
8:00–9:00 AM	Interview with school leadership	Classroom visits & teacher focus groups
9:00–11:30 AM	Classroom visits & document review	Interview district leadership
11:30–12:00 PM	Teacher focus groups	Classroom visits
12:00–1:00 PM	Lunch; midday meeting and site visit team debrief	
1:00–2:30 PM	Classroom visits and teacher focus groups	
2:30–3:00 PM	Interview school administrators	Interview school board
3:00–5:45 PM	Team debriefs and moderation; evidence sorting	
5:30–5:40 PM	Checkout meeting with school leadership	
5:45 PM	Team departs	

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

Written Report

1. The review team member responsible for completing the written report gathers all notes and other key sources of evidence that have been collected by the team during the site visit to use in drafting the report.
2. The writer develops a draft report that documents the evidence for the capacity levels. This report provides a written record of the capacity levels.
3. Before it is sent to the district for factual corrections, all team members provide comments on the draft written report according to pre-established timelines.

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Part III: Roles and Responsibilities

To develop an accurate portrait of a school, all participants have key roles in preparing for and conducting the SRP review. This section explains the roles and responsibilities of the SchoolWorks project manager, panelists, the school, district, and Colorado Department of Education (CDE). Participants should read this section carefully to learn how to prepare for the site visit.

Do	Participant	Don't
• Uphold and maintain professionalism and confidentiality throughout the process • Ask questions • Follow prescribed schedules and timelines	**All Stakeholders**	• Interfere with school day • Audio or video record focus group interviews; focus groups are confidential
• Collaborate with CDE, district and school leader(s) to schedule and prepare for site visit • Set tone for the visit and ensure all Panelists have the information and resources they need to fulfill their responsibilities effectively • Model and enforce code of conduct, set team norms, and act as a support for Panelists onsite and through the recommendation and report process • Communicate with CDE, district and school throughout process and finalize site visit report and recommendation	**SchoolWorks (SW) Project Manager (PM)**	• Provide individual feedback to teachers during or post-classroom observations • Provide feedback to the school or district prior to the report and recommendation
• Prepare for site visit (review protocol and documents and draft questions) • Participate in Anti-Bias Training Modules and be Classroom Visit Tool (CVT)-certified to maintain anti-biased and inclusive practices • Ensure site visit report and recommendation are evidence-based and aligned to protocol and type of visit	**SRP Panelists**	• Provide individual feedback to teachers during or post-classroom observations • Provide feedback to the school or district prior to the report and recommendation
• Communicate with SW PM throughout process • Attend SW orientation and complete stakeholder input form with district • Prepare for site visit (complete focus group organizer, share master schedule, bell schedule, and staff roster, and upload documents for review) • Communicate site visit dates, purpose, and process with stakeholders • Actively participate in focus group interviews • Complete factual corrections request form with district • Engage faculty and stakeholders to reflect on school's performance and site visit report and recommendation	**School**	• Create new documents for the purpose of the site visit • Prepare presentations or special events for Panelists • Upload documents for review post-site visit
• Attend SW orientation and complete stakeholder input form with school leader(s) • Communicate site visit dates, purpose, and process with district level stakeholders • Actively participate in focus group interviews • If appropriate, upload documents for review • Complete factual correction request form with school leader(s)	**District**	• Create new documents for the purpose of the site visit • Prepare presentations or special events for Panelists • Upload documents for review post-site visit
• If onsite, observe the process and serve as a liaison and resource	**CDE**	• Influence the outcome/recommendation of the site visit • Provide feedback to the school or district prior to the report and recommendation

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SchoolWorks Project Manager

Roles and responsibilities for the project manager include:

1. *Modeling and enforcing the code of conduct*
    - Project managers should exhibit the highest professional standards and are responsible for ensuring that their team also does so.
2. *Coordination with the school*
    - Before the visit, the project manager contacts the school to ensure that documents are made available in a timely manner and that there is a schedule for the site visit.
    - The district/school is likely to have questions about the process. The project manager should serve as the contact person to address these questions.
    - The project manager ensures that the school has secured meeting space for the team.
3. *Coordination of materials and assignment of team members*
    - Before the site visit, Panelists are selected and provided with materials (e.g., SRP site visit protocol, school documents) to review.
    - Once the site visit schedule is established, the project manager assigns Panelists to conduct interviews and classroom visits.
4. *Reporting*
    - The project manager provides feedback on the draft of the site visit report in accordance with pre-established timelines, ensuring that the report contains sufficient evidence and reflects the consensus of the team.

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Panelists

Success of the visit relies heavily on Panelists':

1. *Adherence to the code of conduct*
    - Classroom observations are not evaluations. Individual teachers will not be provided feedback and information will not be shared with any school personnel.
    - Teacher interviews and focus groups are confidential. Any information reported to the Panelists will remain anonymous. (*Note: school/district leaders should not be present during teacher/staff focus groups.)*
2. *Preparation for the site visit*
    - Panelists review the SRP protocol in its entirety. This is critical because the protocol guides all activities while onsite.
    - Panelists review documents and formulate questions for the initial team meeting prior to arriving onsite.
    - Panelists collaboratively complete a formal document review to be submitted to the project manager prior to arriving onsite.
3. *Collection of evidence*
    - Panelists complete the site visit schedule according to the SRP protocol.
    - Panelists secure their evidence in notes and provide all necessary data at each team meeting:
        - Notes and classroom visit forms are completed and organized for end-of-day meetings.
        - All notes are in order and completed in a timely manner for all meetings.
4. *Collaborating with others*
    - Panelists actively participate in team meetings and support others' efforts to reach unified capacity levels based on evidence.
5. *Facilitation and management of logistics for the site visit days*
    - Once onsite, the Panelists are responsible for facilitating all team meetings.
    - Panelists ensure that all interviews and focus groups are attended and go smoothly.
6. *Communication with the school while onsite*
    - Panelists are responsible for maintaining good channels of communication with the school at all times.
7. *Reporting*
    - The team writer writes the review report, ensuring that the report contains sufficient evidence to support the consensus of the team.

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Schools

1. *Act as essential partners in the site visit process*
    - The school makes the purpose and process of the review team's visit clear to all faculty and staff.
    - The school welcomes the site visit team and recognizes its efforts on behalf of the school and its students.
    - The school principal (or designee) works with the team to ensure that the visit runs smoothly and that appropriate and adequate access to all paper and online resources are provided.
    - The school engages faculty and other stakeholders to reflect on the school's performance.
2. *Designate a meeting room*
    - The review team will need a meeting space during the day. The space should allow for confidential meetings and should be available to team members for the full visit.
    - To the extent possible, interviews should not be scheduled in this space but planned for elsewhere in the building.
3. *Communicate with the team*
    - School leadership works collaboratively with the team prior to the site visit to ensure that documents are provided in a timely manner (See Appendix A) and collaborates with the district to complete the Stakeholder Input Form (see Appendix G) to describe their preferences for possible state action.
    - School leadership works collaboratively with the team during the site visit to provide any additional documents requested.
    - School leadership maintains good communication with the team throughout the process, honestly expressing concerns and feedback from staff.

Districts

1. *Act as essential partners in the site visit process*
    - The district makes the purpose and process of the review team's visit clear to stakeholders.
    - The district completes the Stakeholder Input Form (see Appendix G) to describe the district's preferences for possible state action.
2. *Communicate with the team*
    - The district works collaboratively with the team during the site visit to provide any additional documents requested.
    - The district maintains good communication with the team throughout the process, honestly expressing concerns and feedback from staff.

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Part IV: State Review Panel Key Questions

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

Key Questions

1. *Is school leadership adequate to implement change to improve results?*
2. *Is the school infrastructure adequate to support school improvement?*
3. *Is there readiness and apparent capacity of school personnel to plan effectively and lead the implementation of appropriate action to improve students' academic performance?*
4. *Is there readiness and apparent capacity to engage productively with and benefit from the assistance provided by an external partner?*
5. *Is there a likelihood of positive returns on State investments of assistance and support to improve the performance within the current management structure and staffing?*
6. *Is there a necessity that the school remain in operation to serve students?*

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Part V: State Review Panel Criteria and Indicators

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

Leadership

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

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

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

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

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

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

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

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

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

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Infrastructure

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

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

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

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

- Leadership has created and/or implemented an organizational and staffing structure that will drive dramatic student gains.
- Leadership recruits and hires teachers with commitment to and competence in the school's philosophy, design, and instructional framework (e.g., trained and experienced with their curriculum, certified/licensed to teach, qualified to teach subject area).
- Trained mentors provide beginning teachers with sustained, job-embedded induction.
- Leadership ensures the evaluation of all staff and dismisses those who do not meet professional standards and expectations.

Criterion 2.3: School leadership provides teachers with active, intense, and sustained professional development (PD) aligned to school improvement efforts, including guidance on data analysis and instructional practice.

- PD is informed by ongoing analysis of student performance, instructional data, and educators' learning needs.
- PD requires teachers to demonstrate their learned competency in a tangible and accessible way.
- PD engages teachers in active learning (e.g., leading instruction, discussing with colleagues, observing other teachers, developing assessments) and provides follow-up sessions and ongoing support for teachers' continued learning.
- The quality of PD delivery is regularly monitored, evaluated, and improved.

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Criterion 2.4: School leadership ensures that the school has sound financial and operational systems and processes.

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

    a. School leadership ensures that the school meets all compliance requirements and deadlines set by the State, including the submission of school improvement plans, calendar, and student attendance.
    b. School leadership ensures that the organizational structure supports essential school functions and that roles and responsibilities of all individuals at the school are clear.
    c. School leadership has established effective means of communicating with school staff.

- School leadership ensures that the school has sound financial systems and processes.
    a. School leadership effectively manages the school budget and cash flow, and there is a plan for long-term financial sustainability.
    b. School leadership ensures that the school meets all compliance requirements and deadlines set by the State, including the submission of school budget and audits.

Criterion 2.5: School leadership provides effective instructional leadership by implementing and ensuring a coherent, comprehensive, and aligned curriculum.

- School leaders ensure that the curriculum, instruction, and assessments are aligned with State standards, aligned with each other, and coordinated both within and across grade levels.
- School leaders ensure that instructional materials are selected and/or developed in accordance with a schoolwide instructional framework and aligned with established curriculum standards.
- School leaders ensure that the curriculum is implemented with fidelity.
- School leaders ensure that the curriculum is periodically reviewed, and revisions are made accordingly.

Criterion 2.6: School leadership effectively uses data to provide meaningful feedback on teachers' instructional planning and practice, and leadership provides conditions that support a schoolwide data culture.

- School leaders provide meaningful feedback on teachers' instructional planning and practice.
    a. Leaders regularly provide meaningful feedback on instructional planning.
    b. Leaders regularly observe instruction and provide meaningful, timely feedback that helps teachers improve their practice.
- School leaders provide conditions that support a schoolwide data culture.
    a. Teachers have easy access to varied, current, and accurate student and instructional data.
    b. Teachers are provided time to collect, enter, query, analyze, and represent student data and use tools that help them act on results.

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c. Teachers have access to student data that is disaggregated with respect to special education status, multilingual learner status, race/ethnicity, and by students who are struggling or are at risk.
d. School leaders ensure that all teachers receive professional development in data use (e.g., how to access, read, and interpret a range of data reports; frame questions for inquiry; analyze data; exhibit assessment literacy; use data tools and resources).

Criterion 2.7: The school provides high-quality instruction.

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

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Staff Capacity

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

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

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

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

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

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

- Educators meet frequently during regularly scheduled, uninterrupted times (e.g., staff, department, grade-level meeting times) to collaborate, establish improvement goals, and make data-informed instructional decisions.
- Educators' collaborative meetings have a clear and persistent focus on improving student learning and achievement.

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- Educators describe sharing knowledge and expertise among colleagues as an essential collaborative activity for job success.
- Teachers are willing to talk about their own instructional practice, to actively pursue and accept feedback from colleagues, and to try new teaching strategies.
- The school has created a performance-driven classroom culture in which teachers effectively use data to make decisions about daily instruction and the organization of students.

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

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

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Partnerships

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

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

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

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

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

Criterion 4.3: Leadership is responsive to feedback.

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

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Return on Investment

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

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

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

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

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

Criterion 5.3: Students demonstrate academic progress over time.

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

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Need to Serve Students

6. Is there a necessity that the school remain in operation to serve students?[1]

Criterion 6.1: There are no other viable options for enrolled students that will likely lead to better outcomes.

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

Criterion 6.2: The school is mission-driven to meet the school's unique need in relation to its performance and transformation efforts.

- All stakeholders—including the district—share an understanding of and commitment to the school's mission, vision, and unique needs.
- The school's unique needs guide decisions about teaching and learning.
- The school meets the needs of an identified student population.
- School programs reflect its unique needs with intentional focus and have aligned practices to improve student outcomes.

[1] Key Question 6 is not applicable for Progress Monitoring visits designated as Optional.

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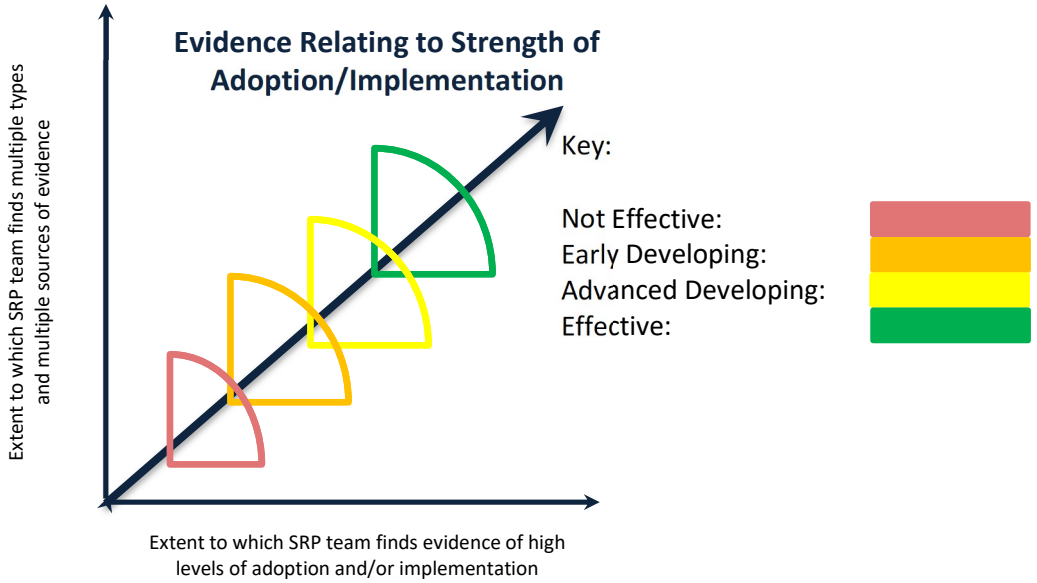
Part VI: Capacity Level Rubric

The review team will use the following guidance to select a capacity level for each key question. Note that the quality standard for each capacity level is based on the extent to which the site visit team finds multiple types[2] and multiple sources[3] of evidence related to the adoption and/or implementation of a practice or system AND the extent to which the site visit team finds evidence of high levels of adoption and/or implementation of a practice or system.



Capacity Level	Quality Standard
Not Effective (NE)	**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 school effectiveness.**
Early Developing (ED)	**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.**
Advanced Developing (AD)	**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.**
Effective (E)	**Evidence indicates that the key question is a practice or system that has been fully adopted with fidelity at the school and is implemented at a level that has had a notably positive impact on the school's effectiveness.**

[2] "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.

[3] "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.

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Appendix A: School Task Checklist

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

ITEMS AVAILABLE FROM CDE 2–3 WEEKS BEFORE THE SRP SITE VISIT	
1. School Performance Framework	
2. Most recent version of the school's Unified Improvement Plan (UIP) and/or Performance Pathway Plan	
3. Unified Improvement Plan (UIP) and/or Performance Pathway Plan feedback provided by CDE	
4. Access to data dashboard: District and School Dashboard and Data Explorer Tool	
5. Teaching & Learning Conditions Colorado Survey	
FOR PROGRESS MONITORING REVIEWS ONLY **ADDITIONAL ITEMS FROM CDE TO THE PROJECT MANAGERS 2–3 WEEKS BEFORE**	
6. State Review Panel reports from previous reviews	
7. District and school proposal/plan (State Board Hearing Materials)	
8. CDE materials for State Board Hearing	
9. CDE-submitted progress monitoring reports	
10. State Board Final Order	
ITEMS TO BE SENT BY SCHOOL TO THE PROJECT MANAGERS 3 WEEKS BEFORE THE SRP SITE VISIT (ALL DOCUMENTS MUST BE RECENT—WITHIN THE SEMESTER OF THE VISIT)	
11. Roster of all staff, including grade levels and subject areas taught	
12. Master schedule for all staff, including periods/times teaching and room numbers	
13. A list of teacher preparation times or "free" periods (if not included in either the roster or master schedule)	
14. School bell schedule	
15. Stakeholder Input Form, in collaboration with the district	
ITEMS TO BE PREPARED BY THE SCHOOL BEFORE THE SRP SITE VISIT	
16. Faculty and staff are aware of the visit and its purpose; focus groups are coordinated, and participation confirmed	
17. Private meeting space for site visit team secured	
18. Access to all documents and Wi-Fi for site visit team secured	

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Supplemental Documents for Review

As part of the site visit, the SRP will also review supplemental documents provided by the school that are recent (i.e., within the semester of the visit) and aligned to the six key areas. The school should work with their CDE Transformation Specialist and SchoolWorks Project Manager to determine the best way to submit documents to the SRP. **All documents should be organized by Key Question**. The school can reference the key questions, criteria, and indicators located on pages 21–30 to guide them as they align and organize their supplemental documents. Supplemental documents should include:

SUPPLEMENTAL DOCUMENTS TO BE AVAILABLE ON SITE FOR SRP SITE VISIT		
KQ1	1. Schoolwide strategic plan; 90-day plan if applicable.	
	2. Any other documents that the school believes would help the team better understand **leadership's role in setting expectations or driving change** (e.g., systems used to measure and report interim assessment results, ways the school sets high expectations for students' learning).	
KQ2	3. Professional development (PD) calendar for this academic year and the previous academic year, including district mandates and school-directed PD and documents that describe PLCs (e.g., expectations and protocols).	
	4. Sample curricular documents that link standards to school/classroom instructional practices (e.g., list of curricular resources used at the school, scope and sequence documents, pacing guides, textbooks) from varied grade levels and subject areas.	
	5. A copy of the district's teacher evaluation policy, including template evaluation forms for teachers and what ways evaluators provide feedback to teachers on their instruction.	
	6. Data on the number of teachers let go due to poor performance (WITHOUT names) for the last two years, including reasons, if available.	
	7. Any other documents that the school believes would help the team better understand the district's/school's **infrastructure, staff development, and instructional leadership** (e.g., leadership development for principals, support for new teachers, communication structures in place such as newsletters, budget management, how the school supports students with special needs and multilingual learners).	
	Note: Panelists review student work samples while onsite. Rather than collecting and uploading digital samples of student work, you are welcome to provide panelists student work samples from varied grade levels and subject areas in person.	
KQ3	8. Examples of leadership-level data monitoring systems or collaborative processes (e.g., meeting agendas, dashboards, action plans, PLC agendas, DDI protocols/templates, schedule of PD structures: whole group, grade level, PLC, DDI).	
	9. Evidence of community outreach and family engagement (e.g., flyers, calendars, newsletters).	
	10. Parent and family survey information (school or district).	
	11. Any other documents that the school believes would help the team better understand the **capacity of personnel to plan effectively and involve community stakeholders.**	
KQ4	12. Any documents that the school believes would help the team better understand the school's **engagement with external partners,** including any specific school partnerships that are managed through the district (add a list of community and external management partners and the ways you seek and incorporate feedback from your staff, evaluators, and reviewers.)	

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KQ5	13. A summary of key programs, initiatives, and grants.	
	14. Any other documents that the school believes would help the team better understand the likelihood of **positive return on investment,** including (but not limited to) how the school determines if grants, resources, and improvement initiatives are effective. (Include recent interim assessment results.)	
KQ 6	15. Mission and vision of the school (this may be included within another document, such as a handbook). Additionally, a summary of key programs and initiatives.	
	16. Any other documents that the school believes would help the team better understand the **need for the school** to remain in operation.	

Frequently asked questions from school leaders

1. *What do we tell staff about the review?*
   Staff should know the purpose of the review and their role in the site visit. Here is a sample communication to share with stakeholders.
2. *Space is very tight in our building. We do not have a conference room that can house the team.*
   The review team is made up of educators who understand space constraints. They respect the need to protect instructional space and will adapt to what you can offer. Please focus on trying to provide a space with privacy.
3. *How much flexibility do we have in adapting the sample schedule?*
   The review team recognizes that each site is unique and that the process needs to be adapted. The team has specific tasks that must be completed during the visit. However, the project manager will work collaboratively with leadership to create a schedule that minimizes disruptions to the typical school day.

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Appendix B: Classroom Visit Guidance

What is the purpose of the classroom visits?

The purpose of classroom visits is threefold:

1. To enable Panelists to easily identify practices and summarize their evidence base and, therefore, establish ratings that characterize classroom practices across the school;
2. To supply the review team with quantifiable ratings across classes observed that are supported by documented pieces of evidence;
3. To gather qualitative evidence about classroom practices that provides additional evidence to inform the review team's capacity levels.

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

Frequently asked questions about classroom visits

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

   Classroom visits will be selected by the project manager and/or review team on the basis of the school's master schedule and the size of the review team. Representative classes will be selected to reflect a range of teacher experience, a variety of subject areas, the range of grades served at the school, and special services or program classes as they reflect the school's mission. Classroom visits are anonymous; teachers will not know if and/or when the review team will visit their classroom.

2. *What is the length of a classroom visit?*

   It is expected that classrooms will be visited for no less than 20 minutes to allow the team to derive an understanding of the lesson and the classroom climate.

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

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

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

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

5. *Do teachers receive feedback from the classroom visitor?*

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The review team seeks to identify trends across the school, not to provide information on the effectiveness of specific classroom practices or individual teachers. Team members will NOT provide feedback to individual teachers. Classroom visits are NOT teacher evaluations. They will not be shared with individual teachers or any other school personnel. They are intended to provide information to the review team about the implementation of the academic program, the availability of resources, and any additional evidence that demonstrates aspects of school practices and operations. The SRP seeks to establish trends across the school, not to assess individual teachers' practices.

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

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

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

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

1=Ineffective 4=Effective

	Indicators	Observer Notes		Score			
Common Core Implementation	**1a. Common Core Literacy Implementation (for ELA classes only)** Content standards implementation Instructional shifts implementation		N/A	1	2	3	4
	1b. Common Core Math Implementation (for math classes only) Content standards implementation Instructional shifts implementation Standards for mathematical practice implementation		N/A	1	2	3	4
Classroom Climate	**2. Behavioral Expectations** Clear expectations Consistent rewards and/or consequences Anticipation and redirection of misbehavior			1	2	3	4
	3. Structured Learning Environment Teacher preparation Learning time maximized			1	2	3	4
	4. Supportive Environment Caring relationships Teacher responsiveness to students' need for non-academic support			1	2	3	4
Purposeful Teaching	**5. Focused Instruction** Learning objective drives all lesson activities Effective communication of academic content High expectations			1	2	3	4
	6. Instructional Strategies Multisensory modalities and materials Multiple instructional formats Student choice			1	2	3	4
	7. Participation and Engagement Active student participation Strategies to increase participation			1	2	3	4
	8. Higher-Order Thinking Grade-level appropriate tasks Application to new problems and situations Justified thinking or reasoning			1	2	3	4
In-Class Assessment & Feedback	**9. Assessment Strategies** Use of formative assessments Alignment to academic content or lesson objective			1	2	3	4
	10. Feedback Clear, specific, and actionable Clarifies misunderstandings or provides guidance			1	2	3	4

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Appendix C: Interview Guidance and Worksheets

During the site visit, a series of interviews and/or focus groups will be conducted to gather information about the school. Interview data, similar to classroom visits, are intended to provide information about the implementation of the school's program and operations. The project manager, with guidance from school leadership, will work to establish a schedule that is appropriate for the school. For progress monitoring visits or schools that are already implementing a required action, relevant stakeholders will be prioritized in interviews and/or focus groups. The following are examples only.

SCHOOLWIDE INTERVIEWS		
Interviews/ focus groups	**Description**	**Approximate time needed**
District leadership	This interview is conducted with a representative group of the school's oversight body including individual/s who supervise the school leader and others who have knowledge of school practices.	**45 minutes to 1 hour**
School leadership	School leadership includes the principal and other key leaders (e.g., assistant principals, curriculum director, lead teachers). In addition to an interview, school leadership may be asked to provide further guidance and insight throughout the visit.	**1 hour** on day 1 and day 2
Teachers	Groups of teachers, typically by **grade level,** make up focus groups. In some cases, the site visit team may request a focus group meeting with teaching assistants, aides, or other personnel to discuss their roles in the delivery of the academic program. The team makes an effort to speak to as many of the school's teaching staff as possible.	**30 to 45 minutes** (When possible, scheduled during common prep periods)
Specialist interviews	Interviews with specialists are conducted. School leaders are asked to identify personnel who play a significant role in school functioning (e.g., special education director, ELL coordinator, curriculum coordinators, guidance counselors, other relevant staff).	**30 to 45 minutes**
School board (charter schools only)	This interview is conducted with the school's governing body (e.g., the school board).	**45 minutes to 1 hour**
Authorizing board (charter schools only)	The interview is conducted with the school's charter authorizing entity (e.g., the authorizing board).	**45 minutes to 1 hour**
***Family focus group**	A representative group of **four** to **eight** family members, whose children have a range of academic needs, have attended the school for various lengths of time and who have a range of participation experiences with the school. This is in addition to the State Review Panel Parent and Family Survey.	**30 minutes**

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***External partners (if applicable)**	Interviews with external partners, when available, will take place. School leaders are asked to identify partners who play a significant role in school functioning and organize them into one focus group.	**30 minutes**
***Student focus group**	A selection of **four** to **eight** students representing a variety of grade levels and varying instructional needs. Students are selected by the school's leadership and/or staff.	**30 minutes**
***Non-instructional and paraprofessional staff**	Group of non-instructional staff and paraprofessionals from multiple grade levels and subject areas.	**30 minutes**
Check-out meeting with principal	Both days, team members will hold a brief check-out meeting with the principal to ask any lingering questions, ensure all relevant documents have been provided, and to answer any questions about next steps.	**10 minutes**

**Recommended but not required*

What is the purpose of the interview worksheet?

Interview worksheets are provided to:

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

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

An interview worksheet exists for each type of focus group (e.g., school leadership, teachers) that the review team will interview while onsite. Interview questions might be slightly different; interviews conducted with school leadership might include slightly different content than what the team would ask teachers. In addition, question delivery might vary slightly, as interviews are not scripted and Panelists may ask probing questions aligned to the site visit protocol to understand how the school is performing across multiple domains.

How do I use the interview worksheet?

The interview worksheets contain possible interview questions. The column on the left may be used to check the most relevant questions. The right column may be used to insert any additional questions that the review team, during team meetings, decides are important to ask 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.

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School Leadership Focus Group Guide

Leadership		School-specific questions
1.1	Please describe the school's improvement efforts. ❑ Specific goals ❑ Strategies to meet the goals and drive improvement ❑ Organizational/programmatic changes to improve student achievement ❑ Individual roles and responsibilities (i.e., distribution of leadership responsibilities)	
1.1 (Progress monitoring only)	Describe the improvement actions the school was previously directed to take by the State Board. Explain implementation strengths and challenges. ❑ Overall level of progress (fidelity) in implementing the directed action(s) ❑ Implementation timelines for directed action(s) o What has been implemented already? What are the next steps? o What has not been implemented? Why? ❑ Have there been changes to improve implementation? o Organizational/programmatic changes to improve student achievement o Improvements to student culture and/or achievement	
1.1 (Progress monitoring only)	Describe the different roles and responsibilities of individuals involved in implementing the school's improvement efforts and directed actions, as well as their effectiveness. ❑ School staff members' roles and responsibilities ❑ District staff members' roles and responsibilities Provide examples.	
1.2	How have the goals and improvement strategies been communicated to stakeholders? ❑ Teachers informed of improvement efforts (i.e., goals, strategies) ❑ Alignment of resources	
1.3	How has data been used to identify areas for improvement? How does the school monitor the implementation of strategies to determine effectiveness? ❑ Discuss and analyze data to identify priorities/goals ❑ Using data to understand the results ❑ Measuring/monitoring/benchmarking progress toward goals ❑ Using information in decision making	

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1.4	How does the school establish high expectations for student academics and behavior? ❑ Provide examples of high expectations for academics at the school. ❑ Provide examples of high expectations for behavior. Are they consistently enforced? ❑ How are these expectations communicated to students and staff?	
1.4	Does the school provide a safe environment for students? ❑ Physically and emotionally? ❑ Provide examples.	
Infrastructure		**School-specific questions**
2.1	Describe the district's role in supporting the school's improvement efforts. ❑ Support for school leadership, including building school leadership capacity ❑ Oversight of the academic program, including supporting and monitoring implementation of curricula, instruction, and assessments ❑ Systems for data storage, reporting, and analysis	
2.2	Describe strategic staffing decisions to support the school program. ❑ Recruitment and hiring ❑ Mentoring and induction programs ❑ Evaluation of staff	
2.3	Describe how professional development is designed to improve instruction and make progress toward goals. ❑ Using data to determine professional development ❑ Coaching supports ❑ Evaluating professional development to ensure effectiveness/make improvements	
2.4	How do the school's financial and operational systems support essential functions and improvement? ❑ Operations (e.g., facilities, transportation, food services) ❑ Compliance (e.g., State reporting, UIP completion and submission, student attendance) ❑ Finances (e.g., school budget, cash flow, reporting, audits)	

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2.5	How do you support teachers with implementing a coherent, comprehensive, and aligned curriculum? ❑ Implementation of curriculum, instruction, and assessments ❑ Feedback to teachers on planning documents (e.g., lesson plans) ❑ Curriculum reviews and input/feedback	
2.6	How do you support teachers in developing their instructional practices? ❑ Feedback to teachers on instruction (e.g., formal, informal walkthroughs) ❑ Feedback to teachers on planning documents (e.g., lesson plans) ❑ Using data to improve teaching and learning	
2.7	What is the school's approach to instruction? Are there common practices we will observe across classrooms? ❑ Lesson structure, lesson planning, components of the school's curriculum ❑ Specific strategies to engage students ❑ Supports for multilingual learners and students with disabilities	
Staff Capacity		**School-specific questions**
3.1	How do staff at the school show a shared commitment to student learning? ❑ Convey a belief that student learning is their collective responsibility ❑ Show it is important not to give up on students ❑ Hold each other accountable; provide examples	
3.2	Describe the adult culture at the school. ❑ Professional relationships between teachers and with administrators ❑ Communication flow between administration and teachers/staff ❑ Opportunities for input into school decision making	
3.3	Describe how educators collaborate with each other at the school. ❑ Structured time to support teaching and learning (e.g., when, how often, with whom) ❑ Sharing knowledge and expertise ❑ School leader's role in supporting planning	

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3.4	Describe ways in which the school engages the community and families in support of student learning and school improvement. ❑ Communications with parents/families (by school and teachers) ❑ School activities/workshops for families focused on academics and/or school improvement ❑ Community involvement at the school	
Partnerships		**School-specific questions**
4.1	Describe the school's existing partnerships. ❑ Support (and alignment to) school priorities ❑ Roles and responsibilities of existing partners ❑ Management of the relationship with partners	
4.2	How have existing partnerships been used to support student learning and well-being and drive school improvement? ❑ Monitoring the impact of partnerships	
4.3	Describe ways that you receive and respond to feedback. ❑ From the district/board/authorizer, department of education, other key stakeholders	

Return on Investment		**School-specific questions**
5.1.	Describe additional resources (e.g., grant funding, personnel) received by the school. ❑ Monitor impact of programs funded by grants and/or development dollars ❑ Examples of decisions to continue or discontinue a program based on data analysis	
5.2	Describe resource decisions that have resulted in positive returns for the school. ❑ Programs/initiatives/turnaround efforts that have demonstrated results ❑ Resource alignment with improvement efforts	

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5.3	Does your student assessment information show progress over time? ❑ At specific grade levels, content areas and/or for subgroups	
Need to Remain in Operation to Serve Students		**School-specific questions**
6.1	There are no other viable options for enrolled students that will likely lead to better outcomes. ❑ Which of the required actions is the right solution for this school? Describe actions that are viable, actions that are not viable, and rationale.	
6.2	The school is mission-driven to meet the school's unique needs in relation to its performance and transformation efforts. ❑ What are the school's unique needs? ❑ How was the school's mission/vision developed and communicated? How does it meet the school's unique needs?	

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Teacher Focus Group Guide/Specialist Focus Group Guide

Leadership		School-specific questions
1.1	Please describe the school's improvement efforts. ❑ Specific goals ❑ Strategies to meet goals and drive improvement ❑ Individual roles and responsibilities (i.e., leadership, teachers, support staff)	
1.1 (Progress monitoring only)	Describe the improvement actions the school was previously directed to take by the State Board. How are these efforts being implemented in your school? ❑ Overall level of progress (fidelity) in implementing the directed action(s) ❑ Implementation timelines for directed action(s) ○ What has been implemented already? What are the next steps? ○ What has not been implemented? Why? ❑ Have there been changes to improve implementation? ○ Organizational/programmatic changes to improve student achievement ○ Improvements to student culture and/or achievement	
1.1 (Progress monitoring only)	Describe the different roles and responsibilities of individuals involved in implementing the school's improvement efforts and directed actions, as well as their effectiveness. ❑ School staff members' roles and responsibilities; examples provided	
1.2	How were you informed of the goals and improvement strategies? ❑ Staff meetings, newsletters ❑ Resources available to support improvement efforts	
1.3	What data have been provided to identify areas for improvement? ❑ Discussion of data and results ❑ Measure/monitor/benchmark progress toward goals ❑ Use information in decision making	
1.4	How does the school establish high expectations for student academics and behavior? ❑ Provide examples of high expectations for academics at the school. ❑ Provide examples of high expectations for behavior. Are they consistently enforced? ❑ How are these expectations communicated to students and staff?	

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1.4	Does the school provide a safe environment for students? ❑ Physically and emotionally; examples provided	
Infrastructure		**School-specific questions**
2.1	Describe the district's role in supporting improvement efforts. ❑ Support for school leadership ❑ Support for teachers and staff ❑ Curriculum, assessments, data storage, analysis, and reports	
2.3	Describe professional development to improve instruction and make progress toward goals ❑ District-provided professional development versus school professional development ❑ How is it decided? ❑ Is it useful/effective? Provide examples.	
2.5	In what ways do school leaders support you in implementing curricula? ❑ Materials and resources ❑ Feedback to teachers on planning documents (e.g., lesson plans) ❑ Curriculum reviews with teacher/instructional staff input/feedback ❑ Provide examples	
2.6	In what ways do school leaders support you in improving instructional practices? ❑ Feedback to teachers on planning documents (e.g., lesson plans) ❑ Feedback to teachers on instruction (e.g., formal, informal walkthroughs) ❑ Using data to improve teaching and learning ❑ Provide examples	
2.7	What is the school's approach to instruction? Are there common practices you are all expected to implement across classrooms? ❑ Lesson structure, lesson planning, components of the school's curriculum ❑ Specific strategies to engage students ❑ Supports for multilingual learners and students with disabilities	

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Teacher Focus Group Guide/Specialist Focus Group Guide

Staff Capacity		School-specific questions
3.1	How do staff at the school show a shared commitment to student learning? ❑ A belief that student learning is their collective responsibility ❑ Show it is important not to give up on students ❑ Hold each other accountable; examples provided	
3.2.	Describe the adult culture at the school. ❑ Professional relationships between teachers and with administrators ❑ Communication flow between administrators and teachers/staff ❑ Opportunities for input into school decision making	
3.3	Describe how you collaborate with staff at the school. ❑ Structured time to support teaching and learning (i.e., when, frequency, with whom) ❑ Sharing knowledge and expertise ❑ School leader's role in supporting planning	
3.4	Describe ways in which the school engages the community and families in support of student learning. ❑ Communications with parents/families (school and teacher) ❑ School activities/workshops for families ❑ Community involvement at the school	
Partnerships		**School-specific questions**
4.1 & 4.2	Describe the school's existing partnerships. ❑ Support (and alignment to) school priorities ❑ Support student achievement/well-being	
Need to Remain in Operation to Serve Students		**School-specific questions**
6.2	The school is mission-driven to meet the school's unique need in relation to its performance and transformation efforts. ❑ How was the mission/vision developed? ❑ Is it communicated to schools, staff, parents and community members? ❑ School programs/initiatives that reflect the mission and vision and meet the school's unique needs	

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District/School Board/Authorizer Focus Group Guide

Leadership		School-specific questions
1.1	Please describe the school's improvement efforts. ❑ Specific goals ❑ Strategies to meet the goals and drive improvement ❑ Organizational/programmatic changes to improve student achievement ❑ Individual roles and responsibilities (i.e., distribution of leadership responsibilities)	
1.1 (Progress monitoring only)	Describe the improvement actions the school was previously directed to take by the State Board. Explain implementation strengths and challenges. ❑ Overall level of progress (fidelity) in implementing the directed action(s) ❑ Implementation timelines for directed action(s) o What has been implemented already? What are the next steps? o What has not been implemented? Why? ❑ Have there been changes to improve implementation? o Organizational/programmatic changes to improve student achievement o Improvements to student culture and/or achievement	
1.1 (Progress monitoring only)	Describe the different roles and responsibilities of individuals involved in implementing the school's improvement efforts and directed actions, as well as their effectiveness. ❑ School staff roles and responsibilities ❑ District/board/authorizer roles and responsibilities; examples provided	
1.2	How have the goals and improvement strategies been communicated to stakeholders? ❑ Teachers and key stakeholders informed of improvement efforts (i.e., goals, strategies) ❑ Alignment of resources	
1.3	How has data been used to identify areas for improvement? How are you monitoring the implementation of strategies to determine effectiveness? ❑ Discussing data and results ❑ Measuring/monitoring/benchmarking progress toward goals	

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	❑ Using information in decision making	
1.4	How do you ensure the school has high expectations for student academics and behavior? ❑ Provide examples of high expectations for academics at the school. ❑ Provide examples of high expectations for behavior at the school.	
Infrastructure		**School-specific questions**
2.1	In what ways are you supporting the school in its improvement efforts? ❑ Support for school leadership, including building capacity ❑ Holding school leadership accountable ❑ Oversight of the academic program, including supporting and monitoring implementation of curricula, instruction, and assessments ❑ Systems for data storage, reporting, and analysis	
2.2	Describe strategic staffing decisions to support the school and its improvement efforts. ❑ Teacher/staff/leadership recruitment and hiring ❑ Mentoring and induction programs ❑ Evaluating staff	
2.3	Describe your involvement in professional development for the school. ❑ Using data to determine professional development ❑ Coaching supports ❑ Evaluating professional development to ensure effectiveness/make improvements	
2.4	How do you support the school financially and operationally? ❑ Operations (e.g., facilities, transportation, food services) ❑ Compliance (e.g., State reporting, UIP completion and submission, student attendance) ❑ Finances (e.g., school budget, cash flow, reporting, audits)	

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2.5	How do you support school leadership in ensuring teachers are implementing a coherent, comprehensive, and aligned curriculum? ❑ Curricular materials and resources ❑ Feedback on instructional plans/practices (e.g., formal/informal walkthroughs) ❑ Curriculum reviews with input/feedback	
2.6	How do you support school leadership in ensuring teachers are developing their instructional practices? ❑ Instruction and assessments ❑ Feedback on instructional plans/practices (e.g., formal/informal walkthroughs) ❑ Use of data to improve teaching and learning	
Staff Capacity		**School-specific questions**
3.1	How do staff at the school show a shared commitment to student learning? ❑ A belief that student learning is their collective responsibility ❑ Holding each other accountable ❑ Provide examples	
3.2.	Describe the adult culture at the school. ❑ Professional relationships between teachers and with administrators ❑ Communication flow between teachers and administrators ❑ Communications between the district/Board/authorizing agency and the school	
3.3	Describe how educators collaborate with each other at the school. ❑ Structured time to support teaching and learning (i.e., when, how often, with whom) ❑ Expectations for school leader participation in planning	
3.4	Describe ways in which the community and families are engaged in support of student learning and improvement. ❑ Communications with parents and community stakeholders ❑ School activities/workshops for families ❑ Community involvement at the school	

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District/School Board/Authorizer Focus Group Guide

Partnerships		School-specific questions
4.1	Describe the school's existing partnerships. ❑ Support (and alignment to) school priorities ❑ Roles and responsibilities of existing partners ❑ Management of the relationship with partners	
4.2	How are you monitoring existing partnerships to ensure support for student learning and well-being and to drive school improvement? ❑ Return on investment (e.g., time, money)	
4.3	Provide examples of how school leadership is/is not responsive to feedback. ❑ From the district/board/authorizer, department of education, other key stakeholders	
Return on Investment		**School-specific questions**
5.1.	Describe additional resources (e.g., grant funding) received by the school. ❑ Monitor impact of programs funded by grants and/or development dollars ❑ Examples of decisions to continue or discontinue a program based on data analysis	
5.2	Describe resource decisions that have resulted in positive returns for the school ❑ Programs/initiatives/turnaround efforts that have demonstrated results ❑ Resource alignment with improvement efforts	
Need to Remain in Operation to Serve Students		**School-specific questions**
6.1	Which of the required actions are the right solution for the district? ❑ Describe actions that are viable, actions that are not viable, and your rationale.	
6.2	What is the mission and vision of the district? How does this mission and vision meet the district's unique needs in relation to its performance and transformation efforts? ❑ How was the mission/vision developed? ❑ Communicated to schools, staff, parents and community members? ❑ District programs/initiatives that reflect the mission and vision and meet the district's unique needs?	

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Family/Partner Focus Group Guide

Leadership		School-specific questions
1.1	Describe the school's goals. ❑ Areas the school needs to improve ❑ Strategies for improvement ❑ Implementation of State-directed action(s) (for progress monitoring only)	
1.2	How have the goals/improvement strategies been communicated to you? ❑ Do you receive updates on the school's progress toward goals achievements/ continued challenges?	
1.4	How does the school hold high expectations for students? ❑ Provide examples of high expectations for academics at the school. ❑ Provide examples of high expectations for behavior at the school.	
1.4	Does the school provide a safe environment for students? ❑ Physically and emotionally?	
Infrastructure		**School-specific questions**
2.1	Describe the district/Board's role in supporting the school's improvement efforts. ❑ Communications to families and the community ❑ Opportunities for input to the district/Board	
Staff Capacity		**School-specific questions**
3.1	How do staff at the school show a shared commitment to student learning? ❑ Show it is important not to give up on students. Provide examples.	
3.2.	How does the school communicate with you? ❑ Teachers? The school/principal?	
3.4	Describe ways in which the school engages the community and families. ❑ School activities/workshops for families to support student learning ❑ Community involvement at the school to support student learning	
Partnerships		**School-specific questions**
4.1	Describe the school's partnerships. ❑ Support (and alignment to) school priorities	

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	❑ Support for student learning and well-being	
Need to Remain in Operation to Serve Students		**School-specific questions**
6.2	The school is mission-driven to meet the school's unique need in relation to its performances and transformation efforts. ❑ How was the mission/vision developed? ❑ Is it communicated to schools, staff, parents and community members? ❑ Are there school programs/initiatives that reflect the mission and vision and meet the school's unique needs?	

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Student Focus Group Guide

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

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Appendix D: Recommendation Options

Appendix D outlines the pathway options available for districts, traditional public schools, and charter schools when the State Review Panel (SRP) is directed to provide a Recommendation Report that considers all pathway options. In addition, this document generally defines each of the pathways from the statutory options and provides some general resources (e.g., documents, rubrics) that have been made available by the Department. CDE guidance documents for each pathway provide an overview of implementation details, implications for governance and funding, and the conditions necessary for success.

Pathway Guidance Documents

- Pathways Overview
- Change in Management
- Charter School Conversion
- Innovation Status
- School Closure
- District Reorganization
- Community School Conversion
- District Proposed Pathway

CDE has also developed a rubric for school districts submitting pathway plans on behalf of a school, set of schools, or the district. The rubric is aligned to each specific pathway option and is intended to guide planning for schools and districts pursuing the pathways as a turnaround strategy. At the request of the District or Institute, department staff can provide feedback on draft pathway plans using the rubric. Department staff use the rubric to inform the Commissioner's report and assess whether the plan, if implemented, has a likelihood of significant, rapid, and positive impact on student learning.

Pathway Rubrics

- CDE's Pathway Plan Rubric

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Type of Required Action	Districts (C.R.S. 22-11-209)	Schools on the Clock (C.R.S. 22-11-210)	What does this mean?
Change in Management	That a private or public entity, with the agreement of the school district, serve as a lead partner in the management of the school district or partially or wholly manage one or more of the district public schools. The local School Board and the department shall ensure that the private or public entity uses research-based strategies and has a proven record of success working with school districts and schools under similar circumstances.	With regard to a district public school that is not a charter school, that the district public school should be partially or wholly managed by a private or public entity other than the school district. The local School Board and the department shall ensure that the private or public entity uses research-based strategies and has a proven record of success working with school districts and schools under similar circumstances. With regard to a district or Institute charter school, that the public or private entity operating the charter school, or the Governing Board of the charter school should be replaced by a different public or private entity or Governing Board.	An external organization is brought into the district or school to manage the entire school/district *or* to manage targeted operations (e.g., fiscal management, HR operations, or instructional approach). The external partner must have contractual authority and accountability.
Charter School Conversion	That one or more of the district public schools be converted to a charter school.	That the district public school be converted to a charter school if it is not already authorized as a charter school.	A school(s) is converted to a public charter school. This means that the school has its own Governing Board. A management organization could be brought in to operate the school. There are automatic waivers available to charter schools.
Innovation Status	That one or more of the district public schools be granted status as an innovation school pursuant to section 22-32.5-104 or that the local School Board recognize a group of district public schools as an innovation school zone.	That the district public school be granted status as an innovation school pursuant to section 22-32.5-104.	Innovation Status provides a way for a school, a group of schools or the district to develop innovative practices to better meet the needs of students. It allows more autonomy to make decisions at the school level and includes getting approval on waivers from local and State policies that may be barriers to that innovative vision.
School Closure	That one or more of the district public schools be closed.	That the public school be closed (or with regard to a district charter school or an institute charter school, that the public school's charter be revoked).	School closure can occur in different ways, including full closure (permanent closure), partial closure (school no longer serves a grade span, such as the high school at a K–12 school) or a phase out (school is slowly closed over time as students naturally exit the system).

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District Reorganization	That the school district be reorganized pursuant to one of the two processes outlined in article 30 of this title, which may include consolidation.	N/A	A committee develops a plan to consolidate the district with a neighboring district(s) and/or alter its boundaries. This involves comprehensive negotiation and requires either approval from voters in affected school districts or approval from affected local Boards of Education (depending on which reorganization process is chosen by the State Board) that voters in all involved districts support the plan.
Removal of Accreditation	That the school district's accreditation be removed.	N/A	The district is considered Unaccredited.
Community School Conversion	That one or more district public schools be converted to a community school as defined in section 22-32.5-103(1.5).	With regard to district public schools, that the district public school be converted to a community school as defined in section 22-32.5.103(1.5).	The district converts a school to a community school, which is a public school that implements (1) an annual asset and needs assessment that engages at least 75 percent of families, students, and educators in the community; (2) a strategic plan; (3) a process to engage partners who bring assets and expertise to implement the school's goals; and (4) a community school coordinator.
District Proposed Pathway **(added in 2025)**	That the school district take other actions, as proposed by the school district, that are comparable to or that have a more significant effect than the actions described in subsections (2)(a)(i)(a) to (2)(a)(i)(f) of this section and that are aligned to the pathway plan and designed to support the implementation of the pathway plan. Actions include, but are not limited to, contracting with external partners, using contractors or resources provided by the department, engaging in cross-district progress monitoring, or comprehensive school redesign.	Other actions that are comparable to or that have a more significant effect than the actions described in subsections (5)(a)(i) to (5)(a)(v) of this section that the public school proposes and that are aligned with the pathway plan and designed to support the implementation of the pathway plan. Actions may include, but are not limited to, comprehensive school redesign, contracting with external partners, or using contractors or resources provided by the department.	Beginning in 2025–26, the district may build this pathway to meet identified needs. The actions must be of comparable or more rigorous impact than the other pathway options. Actions should include one or more of the following for 2025–26 while state board rules are being developed: 1. Comprehensive school redesign 2. Contracting with external partners 3. Using contractors of resources provided by CDE

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Options for Charter Schools			
Charter Revocation	N/A	(V) That the public school be closed or, with regard to a district charter school or an institute charter school, that the public school's charter be revoked. (C.R.S. 22-11-210)	Charter school closure can occur in different ways, including full closure (permanent closure), partial closure (school no longer serves a grade span, such as the high school at a K–12 school) or a phase out (school is slowly closed over time as students naturally exit the system). In addition, a charter school may have their charter revoked.
Replace the operator	N/A	(II) With regard to a district or institute charter school, that the public or private entity operating the charter school, or the Governing Board of the charter school should be replaced by a different public or private entity or Governing Board. (C.R.S. 22-11-210)	The public or private entity operating the charter school could be replaced.
Replace the Governing Board	N/A	(II) With regard to a district or institute charter school, that the public or private entity operating the charter school, or the Governing Board of the charter school should be replaced by a different public or private entity or Governing Board. (C.R.S. 22-11-210)	The Governing Board of the charter school could be replaced.

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Appendix E: Factual Corrections Request Form

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

Factual Corrections Request Form

School Name:

Submitted by:

Page number and text from report (include report title)	Factual correction requested	Evidence to support factual correction (required)

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Appendix F: Schools of Choice and Virtual SRP Review

Alternative Education Campuses:

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

Blended Learning and Online Schools:

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

Virtual SRP Reviews:

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

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Appendix G: Stakeholder Input Form

State Review Panel (SRP) Stakeholder Input Form - Schools

This form should be completed by district leadership and the governing board (e.g., local board) in advance of a State Review Panel visit for a school. Because the state actions are slightly different for charter schools, the district should request an alternate form from SchoolWorks for charter school visits. **Submit the form to the SchoolWorks PM at least 10 days prior to the site visit.** The SRP will take the district's preferences into consideration in making recommendations to the Commissioner and State Board of Education. This form will only be used by the SRP to understand and consider leadership's input when considering possible pathways for the school/district. SchoolWorks will not release this information as a part of the public documentation. The possible state actions listed below are laid out in state statute and explained further here.

School Name:		**Date:**	
Names & roles of district leaders completing form:			
Possible State Action	**Reason(s) this option may provide benefit for students**	**Reason(s) this option may not provide benefit for students**	
Change in Management - *Public or private entity serve as a lead partner in the management of the school or partially or wholly manage the school*			
Charter School Conversion			
Innovation Status			
School Closure			
Community School Conversion *(added in 2022)*			
District Proposed Pathway *(added in 2025)*			

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Identify your preferred action(s), from the options above and explain the rationale for this approach.

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