

Rhode Island Public Charter Schools: **Renewal Site Visit Protocol**

Office of Charter Schools
Rhode Island Department of Education

2013-2014

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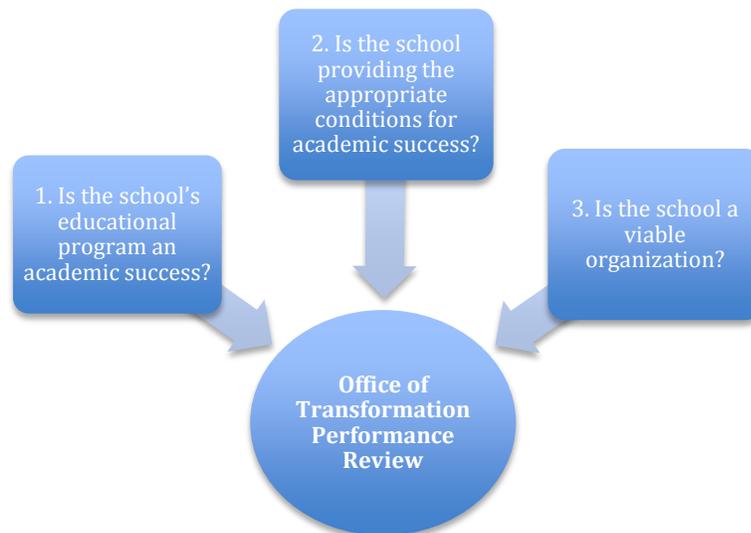
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OFFICE OF TRANSFORMATION PERFORMANCE REVIEW



In order to support the Commissioner's charter renewal recommendation, the Office of Transformation (Transformation) conducts a rigorous evaluation of the school's performance based on the three following core questions:

1. Is the school's educational program an academic success?
2. Is the school providing the appropriate conditions for academic success?
3. Is the school a viable organization?

1. Is the school's educational program an academic success?

This section of the overall evaluation is designed to consider all relevant student outcome measures using the most generalizable data available. The results from this portion of the review will be weighted most heavily at renewal time. Data from the school is collected and analyzed by staff of the Rhode Island Department of Education (RIDE) as described in the Charter School Performance Review Handbook.

2. Is the school providing the appropriate conditions for success?

This section of the evaluation is designed to gauge the quality of instructional leadership, instructional practices, curricula, human resources strategy, family and community engagement, school climate, program evaluation, and mission alignment at each school. Standards for performance in these areas are drawn from the Board of Regents' Basic Education Program Regulations (BEP) and the school's charter. Evidence regarding this question is gathered through the school's annual reports, a multi-day site visit process and evidence review, which is described in this document.

3. Is the school a viable organization?

This portion of the review is designed to ensure that charter schools are able to continue to operate both short and long-term while at least maintaining the quality of their programs. To assess organizational viability, RIDE staff will review each school's financial health, legal/regulatory compliance, and the quality of their implementation of programmatic goals.

PERFORMANCE FRAMEWORK

All of the standards and sub-standards provided below are used by Transformation to answer the three core questions. The renewal site visit is focused on question number two.

1. IS THE SCHOOL'S EDUCATIONAL PROGRAM AN ACADEMIC SUCCESS?

- 1.1 Is the school outperforming its students' sending districts as measured by NECAP?
- 1.2 Is the school outperforming demographically similar schools as measured by NECAP?
- 1.3 Is the school's student-level growth percentile higher than the state's median (elementary and middle school only)?
- 1.4 Are students with limited English proficiency making typical growth in English fluency as measured by ACCESS?
- 1.5 Is the school meeting its mission-specific educational goals?
- 1.6 Is the school meeting federally required academic performance targets?

2. IS THE SCHOOL PROVIDING THE APPROPRIATE CONDITIONS FOR SUCCESS?

- 2.1 Does the school's leadership lead the focus on student learning and continuous improvement?
- 2.2 Does the school offer guaranteed and viable curricula?
- 2.3 Has the school implemented a set of coherent, organized instructional strategies designed to meet the needs of all learners?
- 2.4 Does the school recruit, support, and retain highly effective staff?
- 2.5 Does the school engage families and communities?
- 2.6 Does the school provide safe, healthy, and supportive learning environments?
- 2.7 Does the school use information to improve results?
- 2.8 Do all stakeholders share a common understanding of the school's mission?

3. IS THE SCHOOL A VIABLE ORGANIZATION?

- 3.1 Is the school in sound fiscal health?
- 3.2 Is the school maintaining low rates of chronic absenteeism?
- 3.3 Is there a high level of parent and student satisfaction with the school?
- 3.4 Has the school established and implemented a fair and appropriate pupil enrollment process?
- 3.5 Is the school fulfilling its legal obligations related to access and services to English language learner students and students with disabilities?
- 3.6 Is the school meeting state and federal reporting and regulatory compliance obligations?
- 3.7 Is the school meeting its school-specific organizational and management performance goals?

RENEWAL SITE VISIT PROCESS OVERVIEW



Annual Report

Schools start the visit process by completing the annual report. The current report, as well as past annual reports, provide the visit team with a head start by supplying a continuum of information about the school before the visit begins. Visit teams corroborate the information in the most recent annual report during the visit as well as conduct additional evidence gathering to determine the school's progress toward the indicators in Standard 2.

Pre-Visit Logistics

Before the visit begins, schools must supply information to Transformation and prepare documentation for on-site review. See the following page for further detail.

Site Visit

While on-site, visit teams operate under a code of conduct which is detailed in this document. They use several kinds of tools (for example, interview and observation protocols) to gather evidence about the school. Throughout the visit, the team comes together to triangulate this evidence and make judgments about the school's performance against the standards.

Draft Site Visit Report

By the end of the visit, the team completes the ratings for sub-standards and the overall standard. The draft report, completed after the visit, includes the ratings for each section of the visit and a summary of the evidence used to arrive at the ratings. The report is sent to the school for factual review and if necessary, corrections will be made by Transformation. The school may choose to submit a written response to the report to explain and address factual corrections and disputes. If the school wants to include commentary on areas that are outside the focus of the visit, it should include this material in the renewal application.

Final Site Visit Report

Once the visit team has reviewed the school's comments on the report, the report is finalized. The school will use this final report to inform their renewal application.

RENEWAL SITE VISIT – RESPONSIBILITIES OF THE SCHOOL

Before the site visit:

1. Designate to Transformation who will be coordinating the visit for the school. Typically, the renewal visit coordinator is the school leader, but the school may choose to designate another staff member to fulfill this function.

2. Provide to Transformation the following documents:
 - Class schedule with teacher names and room numbers identified;
 - Roster of all staff with names, position, grade level;
 - School map with room number, teacher name, subject, and grade level;
 - Family/Student Handbook;
 - School’s discipline policy, if not contained in Handbook; and
 - Staff Handbook.

3. Work with RIDE staff to determine the schedule for the visit, specifically the timing of interviews with the board of directors, administrators, teachers, students, and parents. Students in interview groups should be no younger than third grade. Classrooms observations will take place throughout the visit, to be determined by the visit team. A sample visit schedule is provided below.

Sample Visit Schedule:

Time	Visit Day 1	Visit Day 2	Visit Day 3
Before School	Interview with administrators Interview with board of directors	Team meeting Check in with principal	Team meeting Check in with principal
Morning Classes	Classroom observations	Classroom observations	Classroom observations
Lunch	Team lunch/work time	Teachers, Group I interview	Follow-up interviews
Afternoon Classes	Classroom observations	Classroom observations	Classroom observations
Afternoon Programs	Parent/Guardian Interview	Teachers, Group II interview	Team work time
After School	Team work time	Team work time	Team work time and departure from school

During the visit:

1. Ensure that the site visit team of 3-4 people has a space in which to work that can be locked and is not needed by staff members for the duration of the visit.
2. In the site visit space, provide the following:
 - Curriculum documents, ideally by grade level and subject area;
 - Parent surveys conducted during the most recent and current school year;
 - Professional development plan for the current school year and a sample teacher professional development plan;
 - Sample teacher evaluation tool and administrator evaluation tool;
 - School improvement plan; and
 - Minutes of board meetings from September 2011 through October 2012.
3. Coordinate with the team leader regarding any necessary changes to the visit schedule or additional meetings or interviews that might need to be held.

RENEWAL SITE VISIT – RESPONSIBILITIES OF THE SITE VISIT TEAM

The primary purpose of the Rhode Island Department of Education renewal site visit is to provide information to inform the decision of whether or not to renew a school's charter. The information is gathered through a process that looks at trends across the school and triangulates multiple sources of evidence to reach summary judgments which take the form of ratings. ***The renewal visit is not, therefore, an opportunity to provide technical assistance or advise members of the school community on strategies for improvement.***

High-quality evidence is collected during the renewal site visit process and, when appropriate, corroborated from multiple sources, including, but not limited to, observations, documents, data, and information derived from interviews and focus groups. High-quality evidence is defined as being both sufficient in quantity and appropriate to support the rating. The team uses its professional judgment to determine if the evidence collected is sufficient. In assessing the appropriateness of the evidence, the team must ensure that the evidence is relevant, valid, and reliable:

- Relevant evidence is logically related and important to the sub-standard or indicator under consideration.
- Valid evidence is based on accurate information and sound reasoning.
- Reliable evidence is verifiable and consistent.

The visit team will attempt to triangulate all evidence collected on the visit. For example, if during the administrator interview, the team is told that a particular instructional strategy is in use at the school, the team will try to corroborate this statement through document review, direct observations, and interviews with the school's teachers and students. If the team finds a written policy requiring use of this technique, observes many teachers using this technique in the classrooms, and learns through interviews with teachers and students that this technique is used, the team may reasonably conclude that the school administrator's statement is accurate.

Prior to the visit, members of the team are provided with the annual reports of the school to be visited, the Renewal Site Visit Protocol, the daily schedule for the visit, and other relevant documents. Team members are expected to be thoroughly familiar with the annual report and to have gained an understanding of all components of the Renewal Site Visit Protocol, including the Code of Conduct found in the Protocol, prior to the visit.

Team members will be assigned tasks by the team leader throughout the visit, including participation in interviews and classroom observations. Visitors will also gather as a group to assess progress during the visit in gathering evidence regarding the indicators found under each substandard for question 2. The sub-standards and indicators create the basic structure of the report that will be issued after the visit. Team members will use the school's annual report as baseline information and then gather evidence on site through interviews, document review, and classroom observations, to corroborate the information provided in the annual report. Team members are expected to complete classroom observation forms and take comprehensive notes in interviews. All notes and classroom observation forms are gathered by the team leader and are used to inform the report writing process. By the end of the visit, the team will have completed the rating for each substandard in a manner that is sufficient to form the basis of a comprehensive report.

The site visit team leader guides the team through a moderation process, during which team members share the evidence gathered and evaluate the quality of that evidence. Using all of the resources that have been provided—including documents, notes from interviews, data, and classroom observation sheets—team members collaborate to develop ratings..

After the visit, the draft report is written and distributed to team members for review and comment. The writer is charged with using notes from interviews, relevant school documents, and classroom observation forms and tallies to document the evidence that supports the ratings in the report in a clear and concise manner. The writer is also responsible for making any factual corrections to the report, as identified by the school.

SITE VISIT TEAM CODE OF CONDUCT

The site visit team's conduct throughout the visit can significantly affect its ability to obtain and report information regarding the school's performance; it can also influence perceptions of the school community about the objectivity of the renewal process and report. The following Code of Conduct must be adhered to by all team members:

1. Ensure that you have reviewed all necessary materials, including this Protocol and, the documents and information provided in advance of the renewal site visit by the Office of Transformation and the school.
2. Understand your obligation to conduct the site visit without personal or professional bias and act accordingly.
3. Ensure that all of your communications with the school are professional and courteous in tone.
4. Avoid unnecessary disruptions to school and classroom routines while performing your assigned tasks such as classroom observations.
5. Honor scheduled appointments and inform the school contact immediately of any changes to the agreed-upon schedule.
6. Where appropriate, ensure the confidentiality of school information such as student names, health records, and personnel information.
7. Phrase interview questions without explicit or implied biases.
8. Do not offer personal or professional opinions or recommendations or divulge the content or nature of visit team discussions, even if solicited by interviewees.
9. Reject requests from those interviewed to speak "off the record"; all conversations and other evidence gathered during the site visit are considered "on the record."
10. Do not provide reassurance or warnings regarding charter renewal to school personnel; remind school personnel that the site visit report is only one of many sources of evidence used by the Office of Transformation in developing a charter renewal recommendation.
11. Do not evaluate the performance of individuals, either orally or in the site visit report.
12. Treat the draft report findings and related evidence as confidential until the report is finalized and accepted by the Office of Transformation. Refer queries from the school regarding the status of the site visit report to the Office of Transformation.
13. Do not communicate with outside groups or individuals, including the media, regarding the status of the report or opinions regarding renewal of the school's charter or individuals working at the school.
14. Limit your professional judgments to the content directly covered by the standards and further detailed through the site visit protocol and associated instruments.
15. Fully disclose to Transformation, before the visit, any prior relationship with the school or individuals working within the school.

RENEWAL SITE VISIT STANDARD, SUB-STANDARDS, AND INDICATORS

Standard 2: Is the school providing the appropriate conditions for success?

Sub-Standard 2.1	Ratings
<p>Does the school’s leadership lead the focus on student learning and continuous improvement?</p> <ul style="list-style-type: none"> • The board has policies and practices in place that provide the appropriate conditions for success, including, establishing standards for: <ul style="list-style-type: none"> ○ student learning; ○ overall management of the school; ○ implementation of the school’s mission, as defined in the charter; and ○ continuous improvement. • The board holds the school leader(s) accountable for implementation of the standards and the creation of an educational environment conducive to learning. • The school leader ensures implementation of policies and practices as determined by the board. • The school leader ensures a focus on student learning and achievement in alignment with the BEP and the school’s mission. 	<p>Exceeds the standard: All indicators are met and leadership engages in activities and practices that go beyond the sub-standard and indicators.</p> <p>Meets the standard: The school presents no material concerns in any of the indicators regarding school leadership.</p> <p>Approaches the standard: The school presents a material concern in one of the indicators regarding school leadership.</p> <p>Does not meet the standard: The school presents a material concern in more than one of the indicators regarding school leadership.</p>

Indicators

A. Board

1. The board has policies and practices in place that establish standards for student learning and continuous improvement.
 - 1) The board regularly monitors and evaluates progress toward meeting established standards.
 - 2) The board receives timely qualitative and quantitative data reports on student performance.
 - 3) The board ensures that resources are used appropriately and proactively to support student learning and continuous improvement.
2. The board has policies and practices in place that establish standards for overall management of the school.
 - 1) The board ensures appropriate staffing to meet the school’s organizational requirements.
 - 2) The board ensures that the school’s facility is appropriate to meet the educational requirements of the school.
3. The board has policies and practices in place that support the implementation of the mission of the school.
4. The board holds the school leader(s) accountable.
 - 1) Roles and responsibilities for the school leader(s) are clearly defined and documented.
 - 2) The board regularly and systematically evaluates the performance of the school leader(s) against clearly defined goals and makes effective and timely use of evaluation results.

- 3) The board holds the school leader accountable for effective management of human capital in the school.
- 4) The board holds the school leader accountable for establishing, evaluating and monitoring the school's comprehensive assessment system.
5. The board ensures effective fiscal oversight of the school.
 - 1) The board establishes policies and procedures for fiscal oversight.
 - 2) The board ensures compliance with mandated fiscal requirements.
 - 3) The board oversees the annual budget process and votes to approve annual budgets.
6. The school's board operates in compliance with the plan for governance in its charter.

B. School Leader(s)

1. Mission
 - 1) The school leader ensures that the mission of the school is fully implemented.
2. Curriculum
 - 1) The school leader ensures that the curriculum for each subject is documented and aligned as described in Sub-standard 2.2.
 - 2) The school leader ensures that expectations for delivery of the curriculum are fully communicated.
 - 3) The school leader ensures that delivery of the curriculum is monitored.
 - 4) The school leader ensures that curriculum is reviewed and modified.
3. Assessment and Data
 - 1) The school leader ensures that relevant qualitative and quantitative data is collected and analyzed.
 - 2) The school leader ensures that the results of data analysis are used to identify and address gaps in student learning.
4. Plan for Improvement
 - 1) The school leader ensures that the school plan for improvement is implemented.
 - 2) The school leader ensures that the improvement plan is evaluated for its effectiveness in supporting continuous improvement.
5. Evaluation
 - 1) The school leader ensures that teachers and staff are regularly and systematically evaluated.
 - 2) The school leader ensures that evaluations are effectively used to support continuous improvement of staff and the school as a whole.
6. Professional Development and Common Planning Time
 - 1) The school leader ensures effective use of common planning time and professional development to increase teacher expertise in implementing school expectations.
 - 2) The school leader ensures that common planning time is used to address student learning needs, monitor progress, and identify effective instructional practices.
 - 3) The school leader ensures that professional development is used to address standards in content areas, research-based instructional strategies and practices, assessment practices, and fidelity of implementation of programs.
 - 4) The school leader ensures that professional development is differentiated to meet the needs of individual staff members.
 - 5) The school leader implements policies and procedures for staff recruitment and retention.
7. School Environment
 - 1) The school leader ensures that the school environment is conducive to learning.
 - 2) The school leader establishes school organizational structures, which include, but are not limited to, the school calendar and schedule, staffing plans, and structures for communication.
8. Fiscal Oversight
 - 1) The school leader ensures that fiscal policies and procedures are implemented.

Sub-Standard 2.2	Ratings
<p>Does the school offer guaranteed and viable curricula in the core content areas?</p> <ul style="list-style-type: none"> • All core-content area curricula (English, social studies, math, and science) are aligned for each grade level and in each content area. Alignment is completed using Rhode Island GSEs and GLEs or Common Core standards. • Each curricula is documented. • Curriculum, instruction, and assessment systems are maintained and continuously improved. 	<p>Exceeds the standard: All indicators are met and the school engages in activities and practices that go beyond the sub-standard and indicators.</p> <p>Meets the standard: The school presents no material concerns in any of the indicators regarding curricula.</p> <p>Approaches the standard: The school presents a material concern in one of the indicators regarding curricula.</p> <p>Does not meet the standard: The school presents a material concern in more than one of the indicators regarding curricula.</p>

Indicators

A. Alignment

1. For all grades and in all core-content area subjects, the school implements curricula that are fully congruent with the educational program in the school’s charter and fully aligned to Rhode Island GSEs and GLEs, or Common Core Standards.

B. Documentation

1. Curricula are documented and contain the following components:
 - 1) Content standards;
 - 2) Texts;
 - 3) Assessments; and
 - 4) Expectations for grading.

Documentation may also include curriculum maps, lesson plans, instructional strategies, unit plans, or other documents developed by the school.

C. Design

1. Programs, texts, and materials used in the curricula are:
 - 1) Sufficiently available to ensure that students can engage in and complete all curriculum activities;
 - 2) Research-based and current;
 - 3) Selected with input from educators representing all grade levels and courses; and
 - 4) Designed to ensure access for all students.
2. Literacy skills pervade the curriculum in all other core content areas (math, social studies, and science).

D. Review

1. The school has and implements a plan for ongoing and formal review and revision of the curriculum.
 - 1) Qualitative and quantitative data is used in the evaluation process.
 - 2) The plan includes professional development activities designed to address gaps between the written and taught curriculum;
 - 3) Educators are involved in the review process.

Sub-Standard 2.3	Ratings
<p>Has the school implemented a set of coherent, organized instructional strategies designed to meet the needs of all learners?</p> <ul style="list-style-type: none"> • The school’s instructional strategies are congruent with the educational program described in the school’s charter and BEP G-13-2.1. • Instructional strategies are adjusted to meet the needs of all students. • Instructional strategies are implemented school wide. • Teachers are supported in improving delivery of instruction. 	<p>Exceeds the standard: All indicators are met and the school engages in activities and practices that go beyond the sub-standard and indicators.</p> <p>Meets the standard: The school presents no material concerns in any of the indicators regarding instructional strategies.</p> <p>Approaches the standard: The school presents a material concern in one of the indicators regarding instructional strategies.</p> <p>Does not meet the standard: The school presents a material concern in more than one of the indicators regarding instructional strategies.</p>

Indicators

A. Strategies

1. The school has clearly defined instructional strategies, which can be articulated by administrators and teachers.
2. Instructional strategies include, but are not limited to, :
 - 1) Questioning and discussion techniques that address depth of knowledge;
 - 2) Active engagement in learning activities;
 - 3) Different delivery methods to include, but not be limited to, teacher-directed instruction, modeling and demonstration, and project-based learning and presentation;
 - 4) Differentiated instruction to address the needs of all students;
 - 5) Grouping of students that allows for individual small-group, and whole class structures;
 - 6) Reflecting and self-assessment regarding learning; and
 - 7) Applying concepts and understanding in new contexts;
3. Instructional interventions are developed for students who are not meeting proficiency standards or are at risk for non-promotion or dropping out of school.

B. Implementation

1. The school implements the instructional strategies that are consistent with the educational program in its charter.
2. Instructional strategies are consistently implemented.

C. Support

1. Common planning time and professional development are used to support improvement in instructional strategies and implementation.

Sub-Standard 2.4	Ratings
<p>Does the school recruit, support, and retain highly effective staff?</p> <ul style="list-style-type: none"> • The school has developed and implemented policies and strategies to recruit, hire, and retain highly effective personnel. • The school hires staff who can effectively implement the mission of the school. • The school has developed and implemented policies regarding supports for staff. • The school has developed and implemented policies and procedures for evaluation of staff. 	<p>Exceeds the standard: All indicators are met and the school engages in activities and practices that go beyond the sub-standard and indicators.</p> <p>Meets the standard: The school presents no material concerns in any of the indicators regarding highly effective staff.</p> <p>Approaches the standard: The school presents a material concern in one of the indicators regarding highly effective staff.</p> <p>Does not meet the standard: The school presents a material concern in more than one of the indicators regarding highly effective staff.</p>

Indicators

A. Policies and Strategies

1. The school has established human resource processes that result in clearly defined positions.

B. Mission

1. As applicable, the school hires staff who are trained in mission-specific methodologies or the school provides the required training.
2. As applicable, the school includes mission-specific methodologies in the evaluation process for employees.

C. Staff Support

1. The school has a plan for professional development that supports school goals and the needs of individuals.
2. The school has developed support structures for new staff.

D. Evaluation

1. The school has documented policies and procedures for evaluation of employees that are compliant with the Rhode Island Educator Evaluation Standards.

E. Staff Retention

1. The school has policies and practices to retain effective staff.

Sub-Standard 2.5	Ratings
<p>Does the school engage families and communities?</p> <ul style="list-style-type: none"> • Parents/guardians and the community are sufficiently informed about student progress and school programming to actively promote student’s academic success. • Parents/guardians and the community have opportunities to give input on school issues and operations. • The school has established and implemented processes and procedures for ensuring that staff members are responsive to parents/guardians. 	<p>Exceeds the standard: All indicators are met and the school engages in activities and practices that go beyond the sub-standard and indicators.</p> <p>Meets the standard: The school presents no material concerns in any of the indicators regarding engagement of families and communities.</p> <p>Approaches the standard: The school presents a material concern in one of the indicators regarding engagement of families and communities.</p> <p>Does not meet the standard: The school presents a material concern in more than one of the indicators regarding engagement of families and communities.</p>

Indicators

A. Communication

1. The school implements a communication strategy for parents/guardians and the community that provides comprehensive information about the school.
2. Mechanisms are established that allow for two-way communication between the school and parents/guardians.
3. The school implements an overall strategy to regularly inform parents/guardians of student progress.
4. The school provides the means for direct involvement of parents/guardians in their child(ren)’s education and in the school.

B. Parent/Guardian and Community Input

1. Parents/guardians and the community are informed of board meetings.
2. Board meetings allow time for input from parents/guardians and the community.
3. Parents/guardians and the community have multiple mechanisms for giving input into school issues and operations, including access to administrators and staff.

C. Staff Responsiveness

1. The school provides training to staff members on school policies and procedures for being responsive to parents/guardians and the community.
2. Staff members are consistent in their implementation of school policies and procedures for interactions with parents/guardians and the community.

Sub-Standard 2.6	Ratings
<p>Does the school provide safe, healthy, and supportive learning environments?</p> <ul style="list-style-type: none"> ▪ The school provides supplemental supports and interventions for students determined to be at risk of not reaching academic proficiency. ▪ The school has established a climate of safety and security for students. 	<p>Exceeds the standard: All indicators are met and the school engages in activities and practices that go beyond the sub-standard and indicators.</p> <p>Meets the standard: The school presents no material concerns in any of the indicators regarding the provision of a safe, healthy, and supportive learning environment.</p> <p>Approaches the standard: The school presents a material concern in one of the indicators regarding the provision of a safe, healthy, and supportive learning environment.</p> <p>Does not meet the standard: The school presents a material concern in more than one of the indicators regarding the provision of a safe, healthy, and supportive learning environment.</p>

Indicators

A. Supplemental Supports and Interventions

1. The school has established academic supports and interventions that coordinate with and supplement instruction.
2. The school monitors student progress toward achieving proficiency.

B. Safety and Security

1. The school's behavior and safety policies are documented and shared with all stakeholders.
2. All stakeholders in the school share a common set of expectations for student behavior.
3. All stakeholders share and implement a common understanding of consequences for behavior that does not meet expectations.
4. Teachers and staff receive administrative support for managing behavior.
5. The classroom environment is conducive to learning.
6. Classroom practices engage students in learning.
7. Classroom routines are established and implemented.

Sub-Standard 2.7	Ratings
<p>Does the school use information to improve results?</p> <ul style="list-style-type: none"> ▪ Qualitative and quantitative data is used to support a focus on continuous improvement. ▪ The school has a comprehensive assessment system. 	<p>Exceeds the standard: All indicators are met and the school engages in activities and practices that go beyond the sub-standard and indicators.</p> <p>Meets the standard: The school presents no material concerns in any of the indicators regarding use of information to improve results.</p> <p>Approaches the standard: The school presents a material concern in one of the indicators regarding use of information to improve results.</p> <p>Does not meet the standard: The school presents a material concern in more than one of the indicators regarding use of information to improve results.</p>

Indicators

A. Qualitative and Quantitative Data

1. The school has established mechanisms to collect qualitative and quantitative data to support the following:
 - 1) The determination of students in need of supplemental supports and interventions.
 - 2) Evaluation for improvement of key systems and structures; and
 - 3) Evaluation of teachers, administrators, and other staff.

B. Comprehensive Assessment System

1. The school's assessment system includes measures of student performance for the purposes of formative, interim, and summative evaluations of all students in each core content area.
2. Data from the school's assessment system is used to analyze school wide performance and identify areas for improvement.

Sub-Standard 2.8	Ratings
Do all stakeholders share a common understanding of the school's mission?	<p>Meets the standard: All stakeholders share a common understanding of the school's mission.</p> <p>Approaches the standard: Most stakeholders share a common understanding of the school's mission.</p> <p>Does not meet the standard: Most stakeholders and/or key stakeholders do not share a common understanding of the school's mission.</p>

RENEWAL SITE VISIT TOOLS

Transformation has developed the following tools to be used during renewal site visits:

1. Interview Questions

The lists of interview questions are organized by the group to be interviewed and are intended to provide a starting point for the interviewer. Interviewers may not ask all questions in all circumstances, or may ask additional questions as needed. The questions provided are intended to garner information that will serve as a source of evidence in the overall evaluation of the school. Site visitors are gathering evidence of trends across the school and, as such, will not identify the answers of individuals. Students in interview groups should be in at least third grade.

2. Classroom Observation Tool

Classroom observations are conducted using the tool attached to this document. Classroom observations, for the purposes of a renewal site visit, are intended to provide evidence regarding implementation of curriculum and instructional practices as required in the BEP and as prioritized by the school. They are not intended to provide guidance on improving instruction or to be evaluative of individual teachers. Team members should fill out each form in as complete a manner as possible. Observation forms will be gathered in the team room and data from the forms will be compiled and used as a source of evidence in the evaluation process. Classroom observations should be no less than twenty minutes in length and team members should make every effort to observe beginning, middle, and ending of classes, especially in mathematics, English language arts, social studies and science. Classroom observations will be assigned during team meeting time on the first day of the visit and every effort will be made to observe all grade levels. Team members should also conduct observations in the least obtrusive manner possible, without interrupting instruction or work time for students.

3. Indicator Ratings

Indicators under each sub-standard provide context and also define in more detail the type of information to be gathered. The indicators are rated using the following definitions:

Exceeds the Indicator	The policies and practices applicable to this indicator have been met and the school has implemented policies and practices that exceed the requirements of the indicator.
Meets the Indicator	The policies and practices applicable to this indicator are substantially developed and implemented.
Approaches the Indicator	Substantial progress has been made in implementing the policies and practices applicable to this indicator.
Does not meet the Indicator	The policies and practices applicable to this indicator are not developed.

1. Interview Questions

The following questions are intended to provide a baseline of information. Questions may vary depending on the school and its particular circumstances.

A. Board

1. What is the structure of the board? Are there committees and, if so, what are their functions?
2. Describe the school's mission and how you see it enacted in this school.
3. What are the board's top priorities for this school? How were these priorities established?
4. What are the board's expectations for students in this school?
5. How do you know how well students are doing academically?
6. Describe the working relationship between the board and administrators.
7. Describe how the board develops policy and makes decisions.
8. Which areas of decision-making are the board's and which belongs to administration?
9. How does the board know that its policies are implemented in the school?
10. What kind of information does the board receive from the school and/or principal? How often is it received and in what form?
11. How does the board know how well the school is doing organizationally?
12. How does the board become aware of problems or needs of the school?
13. How would you describe your most important expectations for the principal?
14. What is the evaluation process for the principal?
15. How are goals established for the principal?
16. What are the principal's goals for this year?
17. How do you know how well those goals are being met throughout the year?
18. How would you describe the school environment?
19. How are parents/guardians involved in the school? In their child's education?
20. Describe how the board provides fiscal oversight for the school.
21. Are there particular financial or facility goals on which the board is currently focused?

B. School leader(s)/administrators

1. General

- a. Describe the mission of this school and how you see it enacted.
- b. Please summarize your job description, including to whom you report and how you are evaluated.
- c. How does the board set expectations for school administrators?
- d. What are those expectations?
- e. Do you have specific board-designated goals for this year? If yes, please describe.
- f. How and by whom are you evaluated?
- g. How do school administrators communicate with the board?
- h. What information is provided to the board and how often?
- i. What are your expectations for students in this school?
- j. How do you know how well students are doing academically?

2. School Improvement Plan

- a. Does the school have an improvement plan?
- b. What is the process for developing and implementing the school improvement plan?
- c. What is the process for evaluating whether the plan is successfully addressing the needs of the school and for making updates as needed?

3. Instruction

- a. How does this school define effective instruction?
- b. How does instruction in this school support the mission of the school?
- c. Are there particular instructional practices that teachers are required to use? Is this school focused on some instructional practices more than others?
- d. How are expectations for instructional practices communicated to teachers? To parents? To students?
- e. Describe the instructional practices we will see in classroom observations during this visit. Please note that we will be evaluating how consistently your responses are implemented in your classrooms. Is there any differentiation by grade level?
- f. Are there particular ways in which this school defines particular instructional practices, for instance, differentiated instruction?
- g. How do you support teachers in implementing the expected instructional practices? (professional development or common planning time)
- h. How do you oversee implementation of instructional practices?
- i. Are there school-wide classroom practices and routines that support student engagement?

4. Curriculum

- a. Describe what the word 'curriculum' means in this school.
- b. How does the curriculum support the mission of the school?
- c. What components of the curriculum are documented at this point in time?
- d. Name the textbooks currently in use at the school.
- e. Who is responsible for curriculum development and implementation?
- f. What is the school's structure for curriculum development and review; who is involved and how?
- g. How do teachers know what to teach and when?
- h. What is the process for aligning curriculum to standards and across grade levels?
- i. Are teachers required to use lesson plans? Are they monitored?

5. Teacher Evaluation

- a. Please describe the process for evaluating teachers.

6. Staff Recruitment and Retention

- a. How are policies developed around hiring practices?
- b. Describe the process for hiring a new teacher.
- c. How does the school think about staff retention and what practices are in place to retain effective teachers?

7. Professional Development

- a. What are the goals of professional development?
- b. How are decisions made regarding professional development and what is needed by teachers in the school?
- c. Do individual teachers have opportunities for professional development tailored to their needs? If so, how is it determined?
- d. How do you know if professional development activities have been successful?

8. Common Planning Time

- a. Do teachers have common planning time? If yes, how is it structured and what are the administration's expectations for its use?
- b. How do you know if common planning time is used effectively?

9. School Environment

- a. Who is in charge of behavior management for students?
- b. Are there school wide structures for behavior management, including in the classroom? If yes, please describe.
- c. How are expectations conveyed to teachers for classroom and behavior management?
- d. How are parents/guardians involved in this school?
- e. What are the school's expectations for teacher interactions with parents/guardians?
- f. How often do parents/guardians receive information on their child's progress?

10. Assessments & Data

- a. Describe the school's assessment system.
- b. How does the school make decisions about the use of assessments other than the NECAP?
- c. Who is in charge of collecting and analyzing data from these assessments?
- d. How is the data from assessments used in this school?
- e. What supports are in place for students who are identified as needing additional help?
- f. What data is used to determine what supports a student needs?
- g. How is a parent/guardian notified if their child is identified as needing additional supports?
- h. How do you know if the additional supports are working?

C. TEACHERS

1. General

- a. What is the mission of this school?
- b. Why did you want to teach here?
- c. What keeps you here?

2. Instruction

- a. How does this school define effective instruction?
- b. Are there instructional practices you are required to use in your classroom?
- c. How do you know what those practices are and how to implement them? Are there written instructional guidelines?
- d. Are there requirements for the frequency of using various instructional practices? If yes, what are they?
- e. Who is the instructional leader in this school?
- f. What roles do other administrators play in supporting student achievement?

3. Curriculum

- a. Define what the word 'curriculum' means at this school.
- b. How do you know what to teach and when?
- c. What is the process for aligning curriculum to standards and across grade levels?
- d. What is the process for reviewing curriculum and evaluating what works?
- e. Are you required to complete lesson plans? Are they reviewed? If yes, by whom? Do you receive feedback?

4. Common Planning Time

- a. Do you have common planning time? Within grades? Across grades?
- b. What is the purpose of common planning time?
- c. How do you know what to use the time for?
- d. Is there support from administrators?

5. Professional Development

- a. What kinds of professional development activities are offered to you?
- b. Do you have a voice in choosing professional development activities for the school as a whole?
- c. Do you have opportunities for professional development to support your own needs?
- d. How does the school know if professional development activities are effective?

6. Evaluation

- a. How do you know how well you are doing in the classroom?
- b. What is the process for teacher evaluation?

7. School Improvement Plan

- a. How is the school improvement plan developed and implemented?
- b. How is student learning assessed?

8. Assessments & Data

- a. How does the school decide what assessments to use other than NECAP?
- b. Describe the school's assessment system. (formative, interim, summative, grading)
- c. Describe the ways in which data is used school wide.

- d. How do you make use of data in your classroom?
- e. What kinds of data are used to plan instruction?
- f. Who provides data to you and how do you know what it means?

9. Student Support

- a. How are the needs of individual students met??
- b. What are the school wide expectations for student behavior?
- c. Are there common practices across classrooms?
- d. Who is in charge of monitoring student behavior and supporting students and teachers? How is this carried out?
- e. How are parents/guardians involved with the school?
- f. How often are report cards/progress reports give to parents/guardians? Are there conferences?
- g. Does this school have expectations for how you communicate with parents and community members?

D. STUDENTS

- 1. What is the mission of this school?
- 2. What do you think this school wants you to be able to do when you graduate/leave?
- 3. What do you want to do?
- 4. Describe a typical math class. What happens?
- 5. Describe a typical English language arts class. What happens?
- 6. Describe a typical science class. What happens?
- 7. Describe a typical social studies class. What happens?
- 8. What happens in a class if you don't understand something? What does your teacher do?
- 9. Have you ever been offered extra help outside of class on something you don't understand or can't do?
- 10. How do you know how well you're doing academically and behaviorally?
- 11. How do your parents/guardians know how well you're doing academically and behaviorally?
- 12. Do you know what's expected of you when you walk into a class? (behavior; classroom routines)
- 13. What does it feel like to be in the hallways in this school? (safety)

E. PARENTS/GUARDIANS

- 1. Why did you choose this school for your child?
- 2. What is the mission of this school?
- 3. What do you think this school wants your child to be able to do when they leave/graduate?
- 4. How do you know how well your child is doing?
- 5. What are the school's expectations for student behavior?
- 6. Has your child ever been offered extra supports when he/she isn't making progress?
- 7. How often do teachers communicate with you? How do they communicate?
- 8. Do you attend parent/teacher conferences?
- 9. Are you comfortable meeting with your child's teacher? With administrators?
- 10. Have you ever attended and/or spoken at a board meeting?
- 11. What do you think about safety at this school?

2. Classroom Observation Tool

**Rhode Island Department of Education – Office of Transformation
RENEWAL SITE VISIT CLASSROOM OBSERVATION**

Observer's Name: _____ School: _____ Date: _____

Grade: _____ Subject: _____ Time in Classroom: _____ to _____

of Students: _____ # of Adults and roles: _____

Lesson plan provided? _____yes; _____ no

Part of class observed:
 ___ Beginning
 ___ Middle
 ___ End
 ___ Whole class

*Key: **Clearly & Consistently Observed**: criterion is observed throughout the observation; **Partially Observed**: criterion is observed at least once; **Not Observed**: criterion never observed; **Not Applicable**: use of the criterion would be inappropriate or clearly does not apply.*

Classroom Observation Criteria	Clearly & Consistently Observed	Partially Observed	Not Observed	Not Applicable
I. Instruction				
1. Instructional strategies observed during the lesson:				
A. Teacher questioning techniques that addresses different depths of knowledge;				
B. Teacher discussion techniques that address different depths of knowledge				
C. Teacher-directed instruction;				
D. Teacher modeling and demonstration;				
E. Students reflecting and self-assessing regarding learning				
F. Students applying concepts and understanding in new contexts;				
G. Project-based learning and presentation				
H. Individual work;				
I. Small group work;				
J. Whole class grouping;				
2. School-designated strategies:				
A.				
B.				
C.				
D.				
E.				
Notes:				

	Clearly & Consistently Observed	Partially Observed	Not Observed	Not Applicable
1. Instruction is differentiated to meet the needs of all students. School definition of differentiation:				
Notes:				
2. Literacy skills are present in the subject being taught.				
Notes:				
3. Routines for establishing an environment conducive to learning are evident in the classroom.				
Notes (describe routines):				
4. Student engagement in learning:				
A. During the course of the observation, the largest number of students at any one time observed to be engaged in learning was _____. The number of students in the class was _____.				
B. A simple majority of students is engaged in learning.				
C. The teacher uses techniques to successfully re-engage students in the classroom.				
Notes:				
D. Transitions are efficient and students are quickly on task.				
Notes:				
5. School behavioral expectations are implemented				
A.				
B.				
C.				