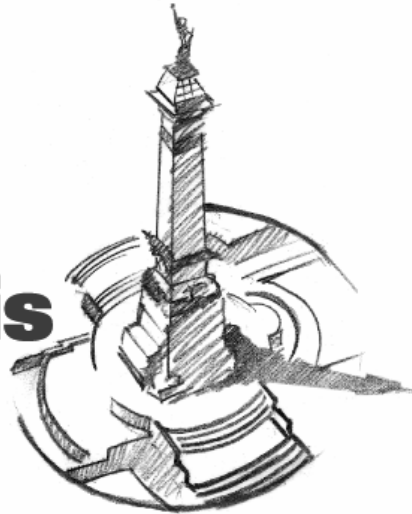


City of  
**Indianapolis**  
*Bart Peterson, Mayor*



# **FOURTH YEAR CHARTER REVIEW AND FIFTH YEAR FOLLOW-UP**

*for Mayor-Sponsored Charter Schools*

**2<sup>ND</sup> Edition  
Winter 2007**

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# Part I: Introduction

## **How was the Fourth Year Charter Review developed?**

As part of its oversight of charter schools, the Indianapolis Mayor's Office engaged SchoolWorks, an educational consulting group, to develop and conduct a review of Indianapolis charter schools in their fourth year of operation – the mid-point of their charter term. SchoolWorks has experience in charter school accountability across the country. Since 1998, SchoolWorks – as an independent evaluator – has conducted numerous charter school renewal visits for the Massachusetts Department of Education. SchoolWorks has also designed and implemented an assessment of charter schools authorized by the New York Charter Schools Institute. Scheduled during the third year of a school's charter term, these assessments measure the school's progress toward its stated goals and provide recommendations to improve the school's reporting of its performance. Also in New York State, SchoolWorks conducts reviews of the charter schools authorized by the New York State Education Department at their third year of operation and at renewal.

## **What is the Fourth Year Charter Review Protocol?**

The Fourth Year Charter Review (FYCR) places a team of independent reviewers in a school for two-and-a-half days to collect and analyze data about school programs and practices. Through document review, interviews and observations of daily life in the school, the reviewers provide a professional judgment about how well key aspects of a school are serving students. The FYCR is one aspect of ongoing accountability throughout the seven-year charter term for schools sponsored by the Indianapolis Mayor's Office. The site visit protocol is based on transparent criteria. The criteria are taken from the Charter School *Performance Framework* designed by the Indianapolis Mayor's Office. The same framework is used throughout the charter term to inform all accountability practices.

The school review protocol seeks multiple sources of evidence to understand how well a school is working. It extends beyond standardized measures of student achievement to collect evidence about daily life in the school. Evidence collection begins with the review of key documents that describe the school and its students. These key documents include curricula and related teaching documents, professional development records and student assessment results. Evidence collection continues at the school site for two-and-a-half days, during which time a team of reviewers continues document review, observes classes and conducts interviews with students, faculty and leadership. In developing its judgments about school effectiveness, the team of reviewers bases its conclusions on evidence collected through these events. At the end of the visit, the team provides a brief oral report to the school about its strengths and areas for improvement to assist the school in preparing for the seventh year charter renewal process. This verbal feedback is followed by a written report, detailing the evidence that led the team to reach its judgments.

The FYCR places a high value on engaging the school in understanding its own performance. The process can be described as an open, frank professional dialog between the school and the visiting team. The professionalism of the school and team is essential in the process. All team members are governed by a code of conduct. Both the team and the school have clear roles and responsibilities in the process that are designed to promote good rapport and clear communication. Honesty, integrity, objectivity and a focus on the best interests of students and staff are essential to the positive impact of the review's success.

## **What is the purpose of the Fourth Year Charter Review?**

The purpose of the Fourth Year Charter Review is to provide additional information to the school and the Mayor's Office on issues that may affect the renewal of the school's charter. Based on the comprehensive accountability plan and *Performance Framework* set forth by the Indianapolis Mayor's Office, the external review process provides a third-party perspective on current school quality. Building on its own efforts to collect and analyze data, the school can make use of the findings provided by the site visit team to celebrate what it is doing well and prioritize its areas for improvement.

## **What are the general steps in the Fourth Year Charter Review and Fifth Year Follow-Up process?**

### *Planning and Pre-Visit Analysis*

The school and the Mayor's Office both prepare necessary documents. The Mayor's Office works with the school to organize the schedule for the site visit. Team members review documents and record their initial questions about the school's performance according to protocol standards.

### *Evidence Gathering On Site*

The team of three educators spends two-and-a-half days on site conducting classroom visits and interviews with school administration, faculty and students.

### *Development of Findings*

The team's primary objective is to develop findings about key strengths and areas for improvement based on the *Performance Framework* rubric. These findings are accompanied by recommendations for next steps. To reach this set of findings and recommendations, the team works to develop a consensus based on available evidence. Collected evidence is discussed throughout the site visit.

### *Feedback to the School*

While on site, the team leader communicates regularly with the leadership to keep the school informed of the team's progress and to seek the school's input on that progress. At the end of the second day, the team verbally reports its key findings on strengths, areas for improvement and recommendations to the school.

### *Written Report*

After the site visit, the school will receive a written report that formalizes the findings discussed on site. In addition to sending this report to the school, the report is also shared with the Mayor's Office to collaboratively plan appropriate next steps.

### *Follow-up in Year 5*

In the 5<sup>th</sup> year of the school's charter, the Mayor's Office will follow up as needed with the school on any areas in which the school did not meet standard according to the 4<sup>th</sup> Year Charter Review. Follow-up may include consultation about the school's plans for improvement, additional information-gathering by the Mayor's Office or third parties, and other steps deemed necessary by the Mayor's Office. In addition, the Mayor's Office will continue to collect standard accountability data from the school.

## Part II Process and Results

### How does the team go about its work?

The external review 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 visiting team and the school can discuss key strengths and areas for improvement.

### CODE OF CONDUCT FOR REVIEWERS\*

#### 1. Carry out work with integrity.

- a. Treat all those you meet with courtesy and sensitivity. Try to minimize stress.
- b. Allay anxiety through mutual respect and valuing opinions. Show an interest in what is said.
- c. Focus attention and questions on topics that will reveal how well students are learning.
- d. Assure confidentiality.

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

- a. Do not put students or staff in a position where they may have conflicting loyalties.
- b. Emphasize that students come first and are at the center of the review.
- c. Wherever possible, work to others' convenience.
- d. Be supportive and enabling. Evidence given under undue stress is unreliable.
- e. Under no circumstances, criticize the work of a teacher or anyone else involved with the school within the earshot of others.
- f. Classroom visits are confidential. Classroom observations are not evaluations. Individual teachers will not be provided feedback and information will not be shared with any school personnel or the Mayor's Office.
- 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 judgments on evidence, not opinion.

- a. An individual's perception can be evidence, especially if supported by others' observations.
- b. Judgments must be robust, fully supported by evidence, defensible and must inform the key questions.
- c. Judgments must be reliable in that others would make the same judgment from the same evidence.
- d. Be prepared to ask questions to establish whether a view is based on opinion or evidence. This applies to team members' judgments as well.
- e. Discussion with staff and team members is part of the process to create a fair and secure evidence base from which corporate judgments are made.
- f. If a given piece of evidence is not affecting students' learning, then it is irrelevant.

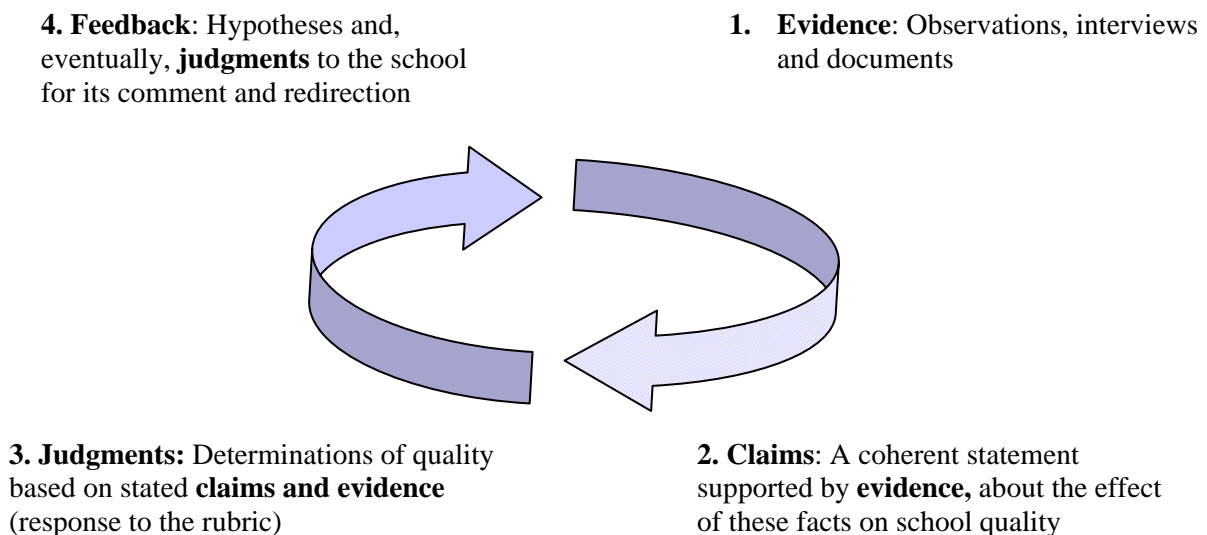
*\*Acknowledgement of Massachusetts Charter School Site Visit Protocol and the OFSTED code of conduct.*

## How does the team determine key strengths and areas for improvement from a collection of classroom visits, documents and interviews?

The process that leads to the completion of the *Performance Framework* is guided by professional integrity and is grounded in evidence, not opinion.

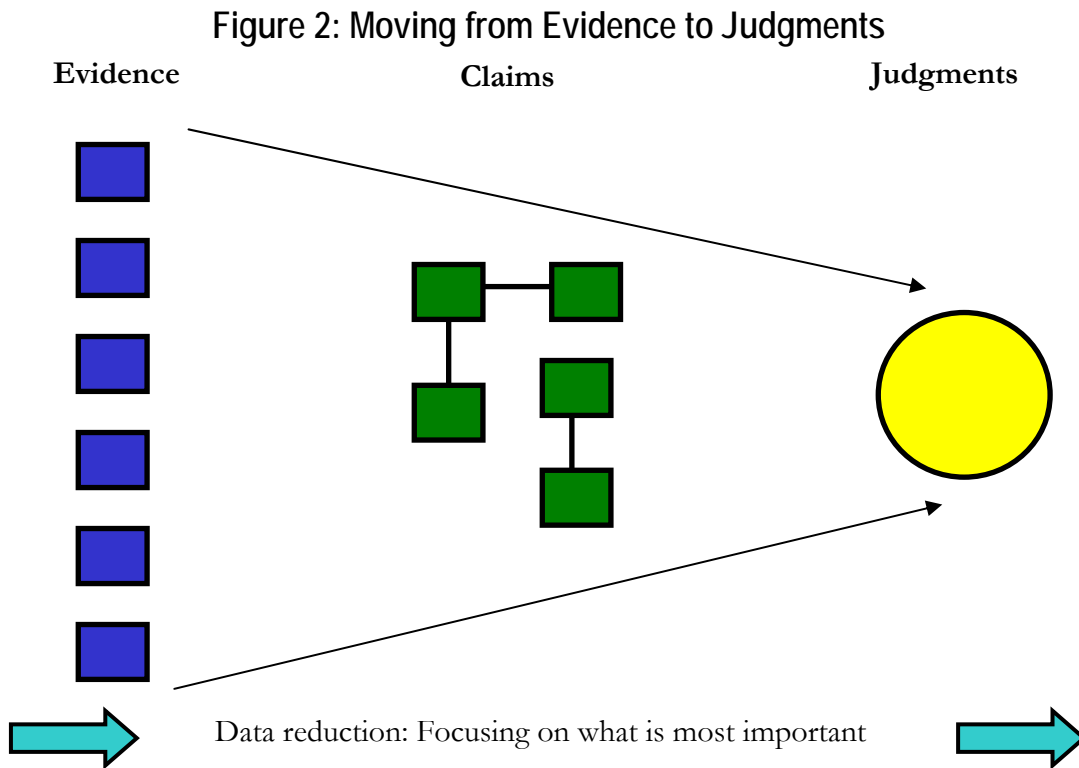
- **The process is an evidence-based system.** The judgments expressed in the report will be based on evidence collected during the process. Evidence comes from observations, interviews and document reviews. The visiting team builds a base of evidence for each of its findings that would reasonably lead any set of individuals to come to a similar judgment of the school's programs and practices.
- **The process is iterative, checking on and testing the quality of judgments and the evidence that supports them repeatedly.\*\*** Team members use a four-step process to move from pieces of evidence to supported judgments about the school. First, the team records *evidence* by reviewing documents and conducting observations and interviews. The team together reviews evidence to make simple *claims* about how the school operates. For instance, a claim might be that a school planned to ensure that 75% of the students will be meeting state benchmarks at the end of the year and 50% of the students actually attained that level. As a result, this goal was not reached. Continuing the example above, a *judgment* might be that students have not attained the expected skills in this area. The team presents preliminary judgments to the school throughout the visit so that the school can support and/or challenge the team's analysis by presenting additional evidence. This ensures that the school has every opportunity to present additional evidence before judgments are finalized. Recommendations are based on the judgments determined by the team, with a focus on the area(s) of greatest need at the school. This iterative process is represented in Figure 1.

Figure 1: An iterative process



\*\*Acknowledgement to Research for Better Teaching and MA DOE Charter School Inspection Protocol.

- **The team uses its professional judgment to focus the report on key findings.** To be useful, the FYCR team must produce a focused report. Focusing on key strengths and areas for improvement requires discerning only what is important and merits comment. The research calls this process “data reduction.” Within the school review process, team members use their professional judgment in a process called moderation to distill the key factors that deserve comment from the wealth of evidence available to them. This use of professional judgment is represented in Figure 2.



## **DETAILED STEPS IN THE PROCESS**

### **What do the visiting team, the Mayor's Office and the schools have to do to prepare for the visit?**

The team, Mayor's Office and the schools each have specific responsibilities in the preparation and implementation of the Fourth Year Charter Review. Below is an overview of the specific responsibilities of each party. A detailed explanation is available in the following section, Roles and Responsibilities.

1. The Mayor's Office informs the school of the visit.
2. The Mayor's Office, team leader and school determine visit dates.
3. A pre-visit meeting is held several weeks before the visit with the school, Mayor's Office, and team leader.
4. The Mayor's Office and the school uses the School Task Checklist of the protocol (see Appendix A) to prepare for the visit. As noted in the checklist, the Mayor's Office and the schools need to prepare documents.
5. The school ensures that the Fourth Year Charter Review team has a confidential meeting area to be used during the time on site.
6. The Mayor's Office 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 team leader.
7. The team leader sends a copy of the protocol, the schedule, classroom observation instrument, interview questions and documents for pre-visit analysis to the other team members.

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

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

**NOTE:** This is a sample schedule only. Schedules will vary from school to school, depending on the size of the school. The daily schedule for the visit is constructed by the team leader with guidance from school leadership.

Typical Visit Schedule		
Day 1	Day 2	Day 3
	7:30 AM: School tour, task assignments	7:30 - 8:30 AM: Feedback to school leaders
<i>If needed: Team meeting and orientation to the site review process.</i>	8:30 - 11:30 AM: Classroom visitations, interviews, including second principal interview	8:30 - 11:30 AM: Classroom visitations, interviews, materials review as needed
12 PM: Hotel check-in for team and travel to school	11:30 AM - 12:30 PM: Team lunch, debrief	11:30 AM - 12:30 PM: Team lunch, debrief
1:00 - 2:00 PM: Initial team meeting	12:30 - 2:30 PM: Classroom visitations, interviews	12:30 - 3:30 PM: Finalize judgments, collate evidence
2:00 - 3:00 PM: Initial principal/ leadership team interview	3:00 - 3:30 PM: Note writing, evidence sorting, materials review	
3:00 – 4:00 PM: Board interview	3:30 - 5:30 PM: Moderation: evidence sorting, sifting, evaluating: development of consensus judgments	3:30 - 5:30 PM: Oral report of team judgments to school
4:00 – 7:00 PM: Team meeting	6:00 PM: Team dinner	5:30 - 6:30 PM: Team debrief, departure

### On-site Review and Feedback

1. The team reviews documents and conducts interviews and classroom visits in accordance with the visit schedule.
2. The team leader keeps the school’s leadership informed of the team’s progress throughout the visit, providing updates on the team’s judgments as they develop. This ensures that the school has every opportunity to present evidence to address the team’s questions.
3. The team meets regularly during the visit to share evidence.
4. The team will formulate a consensus judgment to answer two subsidiaries of Key Question Two and Key Question Four in the *Performance Framework*. This is based on evidence provided to the team during interviews, classroom observations and document reviews while on site.
5. At the end of the visit, the team’s findings are presented verbally to the school’s leadership.

## Written Report

1. The team leader or team member responsible for completing the written report takes all notes and other key evidence from the visit.
2. The writer develops a draft report that documents the evidence for the findings shared with the school verbally at the end of the on-site review.
3. All team members provide comments on the draft written report before it is sent to the school.
4. The school reviews the draft for factual errors.
5. The report is finalized and submitted to the Mayor's Office and to the school.

## Overview of Timelines

PRE-VISIT	TIMELINE
The <i>Mayor's Office</i> informs the school of the visit.	6 weeks prior to visit
<i>Team Leader and Mayor's Office</i> provides school leadership with an orientation to the process.	4 weeks prior to visit
<i>School</i> sends documents from the School Task Checklist of the protocol (see Appendix A) to the team leader.	4 weeks prior to visit
<i>Mayor's Office</i> sends documents from the School Task Checklist of the protocol (see Appendix A) to the team leader.	3 weeks prior to visit
<i>Team Leader</i> sends a copy of the protocol, the schedule, classroom observation instrument, interview questions and documents for pre-visit analysis to the other <i>Team Members</i> .	3 weeks prior to visit
<i>The Mayor's Office</i> 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.	1-2 weeks prior to visit
ON-SITE	TIMELINE
<i>Fourth Year Charter Review visit.</i>	2.5 days
<i>Team Leader</i> provides feedback to school leadership.	Ongoing
<i>Team Leader</i> presents oral report of findings to school leadership.	Last day of visit
FOLLOWING THE VISIT	TIMELINE
<i>Team Writer</i> develops a draft report and shares with team members.	1 week following visit
<i>Team Writer</i> edits report to incorporate team member feedback; sends to Team Leader; <i>Team Leader</i> sends draft of report to the school for factual review.	2 weeks following visit
<i>School</i> provides factual corrections to Team Leader.	3 weeks following visit
<i>Team Leader</i> incorporates feedback and sends final report to the <i>Mayor's Office</i> and the <i>school</i> .	4 weeks following visit

**How will the Mayor's Office follow up on the results of the Charter Review in Year 5 of the school's charter term?**

If the school meets or is approaching the standard in all areas of the *Performance Framework*, no specific follow-up is necessary in Year 5. The school must continue to provide all accountability data to the Mayor's Office as before in preparation for the school's renewal application.

For each area of the *Performance Framework* in which the school does not meet standard, the Mayor's Office will follow up on that area during Year 5. Follow-up work will be customized to the specific issues and challenges that the school faces, and may include one or more of the following elements:

1. Submission by the school to the Mayor's Office of a written plan explaining how it intends to bring the school up to standard.
2. Review of the written plan by the Mayor's Office and/or experts employed by the Mayor's Office, potentially with comments provided to the school.
3. Submission by the school to the Mayor's Office of information or data regarding any area in which the school does not meet standard including, potentially, a report detailing the actions the school took in response to the findings in the 4<sup>th</sup> Year Charter Review.
4. Third-party analysis of test scores or other information about the school's performance.
5. One or more follow-up site visits by outside experts and/or staff of the Mayor's Office to review the school's progress toward meeting the standard, resulting in oral and/or written reports to the school, the school's board, and the Mayor's Office regarding the visit's findings.
6. Other steps designed to obtain information about the school's progress toward meeting the standard.

All of the information gathered through these methods will become part of the school's official record. If the school seeks renewal of its charter, the information will be considered as part of the school's application for renewal.

## Part III Roles and Responsibilities

In order to develop an accurate portrait of a school, all participants have key roles to play in preparing for and conducting the school review. This section explains the roles and responsibilities of the team leader, team members, the Mayor's Office and the school. Participants should read this section carefully to learn about how to prepare for the site visit.

### Team Leader

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Roles and responsibilities for the team leader include:

1. *Modeling and enforcing the code of conduct*
  - Team leaders should exhibit the highest professional standards and are responsible for ensuring that their team does so, as well.
2. *Coordination of materials and assignment of team members*
  - Before the site visit, team members must be selected and provided with materials to review. These materials are listed in Appendix A.
  - Once the school schedule is made available, the team leader must make sure that the school has assigned team members to classroom visits and interviews.
3. *Coordination with the school*
  - The team leader ensures that lunch will be provided each day.
  - The school is likely to have questions about the process. The team leader should serve as the school's contact person to address these questions.
4. *Facilitation and management of logistics for the site visit day*
  - Once on site, the team leader is responsible for facilitating all team meetings.
  - The team leader ensures that all interviews and focus groups are attended and go smoothly, and conducts a daily review of the interview schedule with school leadership and the team.
5. *Communication with the school while on site*
  - The team leader is responsible for maintaining good channels of communication with the school at all times.
  - The team leader reports daily to the school leadership about the team's developing findings throughout the visit.
  - The team leader takes appropriate actions to follow up on any responses to the team's findings.
  - At the end of the visit, the team leader presents the team's findings to the school leadership.
6. *Reporting*
  - The team leader writes and/or oversees the writing of the site visit report.

## Team Members

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Success of the visit relies heavily on team members’:

1. *Adherence to the code of conduct*
  - Classroom observations are not evaluations. Individual teachers will not be provided feedback and information will not be shared with any school personnel or the Mayor’s Office.
  - Teacher interviews and focus groups are confidential. Any information reported to the team will remain anonymous.
2. *Preparation for the site visit*
  - In advance of the visit, each team member reviews the school’s documents.
3. *Collection of evidence*
  - Team members complete the visit schedule according to the visit protocol and under the direction of the team leader.
  - Team members secure their evidence in notes in a timely manner and provide all necessary data to the team leader at each team meeting:
    - Pre-visit hypothesis worksheet is completed and available for morning meeting.
    - Notes are in order all meetings.
    - Notes and classroom visit forms are complete for end-of-day meeting.
4. *Collaborating with others under the team leader’s direction*
  - Team members support and take direction from their team leader. They recognize that the team leader has to make executive decisions, and trusts in his/her judgment.
  - Team members actively participate in team meetings and support others’ efforts to reach unified findings based on evidence.

## Mayor’s Office

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To be an effective partner in the process, the Mayor’s Office:

1. *Works with the school to prepare them for the site visits*
  - Makes the school aware of review team’s visit and ensures that the process is clear to all leadership, faculty and staff.
  - Before the visit, the Mayor’s Office should be in contact with the school to ensure that all documents are made available in a timely manner. See Appendix A for a list of school documents.
  - The Mayor’s Office ensures that the school has secured adequate meeting space for the team.
2. *Works with the team leader to prepare for the site visits*
  - The Mayor’s Office, team leader and school determine visit dates.
  - Before the site visit, the Mayor’s Office prepares and submits the documents listed in Appendix A to the team leader.

- Develops the schedule for the site visit and works with the team leader and school to finalize the schedule.

## School

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

1. *Acts as an essential partner in the site visit process*
  - The school makes the purpose and process of the review team's visit clear to all faculty and staff.
  - The school welcomes the visiting team and recognizes its efforts on behalf of the school.
  - The school works with the team to ensure that the visit runs smoothly.
  - The school engages faculty and other stakeholders to reflect on the school's performance.
2. *Communicates with the team*
  - School leadership works collaboratively with the Mayor's Office to ensure all necessary documents are provided in a timely manner both before and during the visit.
  - The school leadership maintains good communication with the team leader throughout the process, honestly expressing concerns and feedback from staff.
  - The school leader responds honestly and frankly to the team's developing judgments by stating the school's position and making available additional evidence to support its position, should it differ from other members of the team.
3. *Prepares documents for the visit*
  - Before the site visit, the school prepares and submits to the Mayor's Office the documents listed in Appendix A.
4. *Designates a meeting room*
  - The team will need a meeting space during the day. The space should allow for confidential meetings and should be available to team members for the full visit. Interviews should not be scheduled in this space but planned for elsewhere in the building. The school is responsible for ensuring that the documents listed in Appendix A are available in the meeting room for the team.

## Appendix A: School Task Checklist

MAYOR'S OFFICE: ITEMS TO BE SENT TO THE TEAM LEADER BEFORE THE VISIT	
1. Accountability Plan (school-specific goals)	
2. Charter Agreement, attachments and amendments	
3. Annual Accountability reports	
4. School-based student assessment information	
5. Enrollment and waitlist information across charter years	
6. Access to parent survey results	
7. Board minutes and policy manual	
8. 1 <sup>st</sup> year site visit reports	
9. 2 <sup>nd</sup> year site visit reports	
10. Video tapes of 3 <sup>rd</sup> year self-evaluation	
SCHOOL: ITEMS TO BE SENT TO THE MAYOR'S OFFICE BEFORE THE VISIT	
11. Master schedule for all staff	
12. The school's mission statement	
13. School leader's resume	
14. List of all school leaders since the inception of the school, including dates of service for each person.	
15. Faculty and staff information forms*	
16. Professional development calendar	
17. Student and staff handbook	
18. Board Questionnaire (Appendix F)	
ITEMS AVAILABLE IN THE TEAM MEETING ROOM THE FIRST DAY OF THE VISIT	
19. Sample instructional materials (e.g., curriculum documents)	
20. Samples of student work	
21. Map of school	
ITEMS AVAILABLE TO THE TEAM WHILE ON SITE	
22. Access to all student records: admission, retention, suspension	

\*Faculty and Staff Information Forms will be provided to school leadership by the Mayor's Office during the initial correspondence.

## **Frequently asked questions from school leaders**

1. *What do we tell staff about the visit?*

Staff should know the purpose of the visit and their role within the visit. A first step in communicating these things might be distributing the Introduction and Process and Results sections (Parts I & II) of the protocol.

2. *Space is very tight in our building. We do not have a conference room that can house the team.*

The team is made up of educators who understand space constraints. They respect the need to protect instructional space and will adapt to what you can offer. Please focus on trying to provide a space with privacy.

3. *How much flexibility do we have in adapting the example schedule?*

The team recognizes that each school is unique and that the process has to be adapted. The team has specific tasks that must be completed during the visit. However, the team leader will work collaboratively with school leadership to create a schedule that minimizes disruptions to the typical school day.

# Appendix B:

## Classroom Observation Instrument and Guidance

### **What is the purpose of the classroom observation instrument?**

The purpose of the classroom observation instrument is threefold:

1. To enable observers to easily summarize their evidence base and, therefore, findings for each classroom observed;
2. To establish a rating (consistent with the *Performance Framework*) for the sub-questions applicable to classroom observations; and
3. To supply the report writer with quantifiable ratings across classes observed that are supported by documented pieces of evidence.

Class visits are NOT teacher evaluations. They will not be shared with any school personnel or the Mayor's Office. They are intended to provide information about the implementation of the school's academic program, the availability of resources and any additional evidence that demonstrates unique aspects of and operations at the school.

Team members will NOT provide evaluative feedback to individual teachers. Classes should reflect a typical experience for students and teachers. Classes to be visited will be selected based on the school's master schedule and the size of the review team. Where possible, every class will be visited for no less than 20 minutes each, allowing the team to derive an understanding of the classroom climate and operations from a comprehensive sample of lessons. In larger schools, representative classes will be selected to reflect a range of teacher experience, a variety of subject areas, the range of grades served at the school, and special services or program classes as they reflect the school's mission. Some visits will be planned and scheduled, but unplanned visits will likely occur.

### **How do I use the classroom observation instrument?**

You may either record anecdotally using the Evidence Sheets (see Appendix D) and summarize your observations, or record your observations directly on this form. Some sub-questions might not be relevant during certain observations. If you feel this is the case, please record as NA (Not Applicable). If you feel that, overall, an observation does not warrant summary (i.e., observation time was too short, lesson content is not applicable), please still fill out the form and mark it accordingly. For example: Not Applicable (NA), followed by your reason (the observation period was filled by recess). This will help the team leader keep track of which classrooms have been visited and those that have not.

## CLASSROOM OBSERVATION INSTRUMENT

School: \_\_\_\_\_ Teacher: \_\_\_\_\_ Date: \_\_\_\_\_ Observer initials: \_\_\_\_\_

Grade: \_\_\_\_\_ Subject: \_\_\_\_\_ Class size: \_\_\_\_\_ Ratio (Teacher/aide to students): \_\_\_\_\_

Category	Sub-question	Judgment			Evidence
<b>Curriculum &amp; Materials</b>	Is the curriculum implemented in the classroom according to its design?	Y	N	NA	
	Is the curriculum aligned with state standards?	Y	N	NA	
	Are programs and materials available to deliver the curriculum effectively?	Y	N	NA	
<b>Instruction</b>	Is instruction focused on core learning objectives that are clearly posted and explained?	Y	N	NA	
	Is the pace of instruction/lessons and content delivery of the appropriate rigor?	Y	N	NA	
	Are there a variety of instructional activities and/or use of differentiated strategies to engage a wide range of student interests, abilities and learning needs?	Y	N	NA	
<b>Assessment</b>	Are classroom assessments an accurate and/or useful measure of the learning objectives?	Y	N	NA	
<b>Behavior Standards</b>	Are there clearly stated rules that enforce positive behavior?	Y	N	NA	
	Are interactions between faculty and students respectful and supportive?	Y	N	NA	

## Appendix C: Interview Worksheets and Guidance

### School-wide interviews

During the team’s visit to the school, a series of interviews and/or focus groups will be conducted to gather information about the school. Interview data are intended to provide information about the implementation of the school’s academic program, the availability of resources and other evidence unique to the school’s operations, similar to the classroom observations. While on site, the review team will conduct interviews and/or focus groups with the following members of the school community:

SCHOOL-WIDE INTERVIEWS		
Interviews/ Focus Groups	Description	Time Needed
<b>School Leadership</b>	School leadership includes the principal and key assistants, such as assistant principals, curriculum director, lead teachers and a liaison with any external management provider. In addition, the team leader for the site visit will meet each morning with the principal or director to provide feedback on the progress of the team toward its tasks and to seek guidance for further inquiry.	<b>1 hour</b> in the afternoon of Day 1 <b>1 hour</b> in the morning of Day 2 <b>1 hour</b> feedback sessions on Day 3
<b>Teacher focus group</b>	Groups by <b>grade level</b> make up focus groups. In some cases, the review team may request a focus group meeting with teaching assistants, aides or other personnel to discuss their roles in the delivery of the academic program at the school. The team makes an effort to speak to as many of the school’s teaching staff as possible.	<b>30 minutes</b> (If possible, scheduled during common preparation periods.)
<b>Specialist interviews</b>	Interviews with the school’s special education coordinator/director, curriculum coordinators/directors, community outreach coordinator and other relevant staff members will be scheduled on site as needed. School leaders are asked to identify personnel who play a significant role in school functioning so that team members can adjust their schedule to meet with key staff members.	<b>30 minutes</b>
<b>Student focus group</b>	A selection of <b>four to eight</b> students, representing a variety of ages, grade levels and varying instructional needs. Students are selected by the school’s leadership and/or staff. Students invited to the focus group are asked to bring a piece of recent work to share with the focus group leader.	<b>30 minutes</b>
<b>Parent focus group</b>	A representative group of <b>four to eight</b> parents is sufficient for most schools. Parent focus groups should represent those whose children have a range of academic needs, have attended the school for various lengths of time, and who have a range of participation experiences with the school.	<b>30 minutes to 1 hour</b> (If possible, scheduled around dismissal.)
<b>Board Interview</b>	A representative group of Board members	<b>1 hour</b>

**What is the purpose of the interview worksheet?**

Interview worksheets are provided to:

1. Enable the interviewer to easily identify questions and required evidence (consistent with the *Performance Framework*) for specific interviewees and/or focus groups; and
2. Ensure uniformity across interviews conducted and the existence of multiple sources of evidence.

In addition, while on site, interview questions that are school-specific and based on the team leader's judgment of what must be learned to come to judgment on the key questions might be added.

**How do I use the interview worksheet?**

The following interview worksheets contain possible interview questions. The column on the left can be used to check the most important questions. The right column can be used to insert any additional questions you might need to ask to gather the required evidence. Interview notes can be recorded on the Evidence Sheets (see Appendix D).

## INTERVIEW WORKSHEET

School: \_\_\_\_\_

Date: \_\_\_\_\_

List those present in interview: \_\_\_\_\_

**Interview with Board Members** - (In the left column, check the most important questions identified by the team.)

To Ask	Question 2.3: Is the school's Board active and competent in its oversight?	Additional and Probing Questions
_____	What is the role of the Board?	
_____	Describe the Board's meeting schedule and typical agenda.	
_____	What are the specific positions/committees on the Board and what are their respective responsibilities?	
_____	How does the Board define and measure the school's performance? What have the results been to date?	

To Ask	Question 2.5: Is the school's administration strong in its academic and organizational leadership?	Additional and Probing Questions
_____	Describe the roles and responsibilities of the school's administration.	
_____	How does the Board ensure that school administration is effectively completing their respective responsibilities to meet the needs of the school?	
_____	How does the Board communicate with school leadership/administration? How frequently?	

To Ask	Question 4.6: Is the school's mission clearly understood by all stakeholders?	Additional and Probing Questions
_____	What is the school's mission?	
_____	How is it communicated to stakeholders? Estimate how well understood it is at this time.	

To Ask	Question 4.8: Is ongoing communication with students and parents clear and helpful?	Additional and Probing Questions
_____	How does the Board communicate with parents?	
_____	Describe parent satisfaction at the school.	
_____	How does the school communicate student academic progress and achievement to parents?	

To Ask	Question 4.5: Has the school developed adequate human resource systems and deployed its staff effectively?	Additional and Probing Questions
_____	Describe staff retention trends over the life of the school.	
_____	How are hiring processes organized?	

## INTERVIEW WORKSHEET

School: \_\_\_\_\_

Date: \_\_\_\_\_

List those present in interview: \_\_\_\_\_

**Interviews with School Leadership** - (In the left column, check the most important questions identified by the team.)

To Ask	Question 2.3: Is the school's Board active and competent in its oversight?	Additional and Probing Questions
_____	What is the role of the Board?	
_____	How does the Board define and measure the school's performance?	
_____	What have the results been to date?	

To Ask	Question 2.5: Is the school's administration strong in its academic and organizational leadership?	Additional and Probing Questions
_____	Describe the administrative structure in the school (positions and respective responsibilities).	
_____	How are school administrators evaluated?	
_____	How does the Board communicate with school administration? How frequently?	

To Ask	Question 4.6: Is the school's mission clearly understood by all stakeholders?	Additional and Probing Questions
_____	What is the school's mission?	
_____	How is it communicated to stakeholders? Estimate how well understood it is at this time.	

To Ask	Question 4.1: Does the school have a high quality curriculum and supporting materials for each grade?	Additional and Probing Questions
_____	Describe the alignment between the school's curriculum and state standards.	
_____	How and when does the school review its curriculum to identify gaps based on student performance?	
_____	How are program changes made? Who is responsible for implementing them?	
_____	How are changes to the curriculum monitored and evaluated?	
_____	How do teachers know what to teach on a daily and monthly basis?	
_____	How does the school monitor what is actually taught?	

To Ask	Question 4.4: Does the school effectively use learning standards and assessments to inform and improve instruction?	Additional and Probing Questions
_____	What external and internal student assessments are used at the school? How often is each assessment administered? How accurate and useful is each assessment?	
_____	What results do these assessments indicate about student performance? About the effectiveness of the school's programs?	
_____	How do you share achievement data with faculty, students and parents? How do you assure that they understand this information?	
_____	What modifications have been made at the school in response to performance information?	
_____	How are assessment results used to guide instruction or make adjustments to the curriculum?	
_____	How does the school frequently and regularly monitor its progress at meeting its goals and objectives for student achievement?	

To Ask	Question 4.7: Is the school climate conducive to student and staff success?	Additional and Probing Questions
_____	Describe the school's behavior plan. Is it effective? How do you know?	
_____	How does this plan encourage positive behavior?	
_____	How does this plan encourage high expectations for student behavior?	

To Ask	Question 4.8: Is ongoing communication with students and parents clear and helpful?	Additional and Probing Questions
_____	Describe parent satisfaction at the school.	
_____	How does the school ensure that communications are both timely and relevant to the parental concerns?	
_____	How does the school communicate student academic progress and achievement to parents? How does the school ensure that parents understand?	
_____	How are the school's communication methods designed to meet the diverse needs of parents?	

To Ask	Question 4.5: Has the school developed adequate human resource systems and deployed its staff effectively?	Additional and Probing Questions
_____	Describe staff retention trends over the life of the school.	
_____	How have staff retention trends affected the school's performance?	
_____	Describe the school's hiring process.	
_____	How does the school/Board ensure efficient deployment of faculty and staff?	
_____	How is instructional time and capacity considered when deploying faculty and staff?	
_____	What are the processes in place to support the success of new staff members?	
_____	Describe professional development opportunities at the school.	
_____	How is the professional development (PD) calendar established/decisions made?	
_____	Are analyses of student attainment and improvement considered?	
_____	How does PD relate to demonstrated needs for instructional improvement?	

## INTERVIEW WORKSHEET

School: \_\_\_\_\_

Date: \_\_\_\_\_

List those present in interview: \_\_\_\_\_

**Interviews with Teachers** - (In the left column, check the most important questions identified by the team.)

To Ask	Question 4.6: Is the school's mission clearly understood by all stakeholders?	Additional and Probing Questions
_____	What is the school's mission?	
_____	How is the school's mission communicated to stakeholders?	
_____	What do you do to contribute to and/or ensure that the school's mission is upheld?	

To Ask	Question 4.1: Does the school have a high quality curriculum and supporting materials for each grade?	Additional and Probing Questions
_____	Describe the curriculum and the programs that you use.	
_____	Does the curriculum align with the state standards?	
_____	How do you know what to teach on a daily, weekly or monthly basis?	
_____	What, if any, processes are used to review and evaluate the curriculum and related programs?	

To Ask	Question 4.4: Does the school effectively use learning standards and assessments to inform and improve instruction?	Additional and Probing Questions
_____	<p>What external and internal student assessments are used at the school? How often?</p> <p>How do you use these assessment results?</p> <p>What modifications have been made at the school/in your classroom in response to student performance information?</p>	

To Ask	Question 4.7: Is the school climate conducive to student and staff success?	Additional and Probing Questions
_____	<p>Describe the school's behavior plan. Is it effective? How do you know?</p> <p>How does this plan encourage positive behavior?</p> <p>How does this plan set high expectations for student behavior?</p> <p>How do you implement this plan in your classroom?</p>	

To Ask	Question 4.8: Is ongoing communication with students and parents clear and helpful?	Additional and Probing Questions
_____	Describe parent satisfaction at the school.	
_____	How do you communicate with parents? Do you communicate student academic progress and achievement to parents? Discipline?	
_____	How do you ensure that parents understand?	

To Ask	Question 4.5: Has the school developed adequate human resource systems and deployed its staff effectively?	Additional and Probing Questions
_____	Describe the professional development (PD) opportunities offered by the school.	
_____	How are PD opportunities determined? Do you have input into this decision?	
_____	Is PD helpful? Does it support your development as a teacher?	

## INTERVIEW WORKSHEET

School: \_\_\_\_\_ Date: \_\_\_\_\_ List those present in interview:

**Interviews with Parents** - (In the left column, check the most important questions identified by the team.)

To Ask	Question 4.6: Is the school's mission clearly understood by all stakeholders?	Additional and Probing Questions
_____	What is the school's mission?	
_____	Do you believe in the school's mission? Why or why not?	

To Ask	Question 4.1: Does the school have a high quality curriculum and supporting materials for each grade?	Additional and Probing Questions
_____	To what extent has the school met its academic goals and objectives?	

To Ask	Question 4.8: Is ongoing communication with students and parents clear and helpful?	Additional and Probing Questions
_____	Are you satisfied with your child's experience at the school?	
_____	How does the school communicate with you?	
_____	How frequent are these communications?	
_____	How do you learn about the student achievement results at the school? About your own child's academic progress? Discipline?	
_____	If there is a communication that you do not understand, does the school take steps to clarify this for you? How? In a timely manner?	

## INTERVIEW WORKSHEET

School: \_\_\_\_\_

Date: \_\_\_\_\_

List those present in interview: \_\_\_\_\_

**Interview for Secondary Schools ONLY** - (In the left column, check the most important questions identified by the team.)

To Ask	Question 4.3: Does the school provide sufficient guidance on and support preparation for post-secondary opportunities?	Additional and Probing Questions
_____	How does the school provide challenging coursework to prepare students for rigorous post-secondary options?	
_____	How do these opportunities focus on the development of specific skill sets?	
_____	What materials and resources are available to help inform students of post-secondary options?	
_____	What personnel are available to assist students in deciding post-secondary options?	
_____	What opportunities does the school provide for extracurricular engagement? How do these opportunities increase post-secondary options?	



## Appendix E: Key Questions and Indicators

<b>2.3. Is the school's Board active and competent in its oversight?</b>	
Does not meet standard	The school appears to lack clear, consistent, and competent stewardship. The Board lacks the number of members specified in the by-laws; it is not well-balanced in member expertise; there has been consistently high turnover on the Board unrelated to the term limits stipulated in the Board's by-laws; roles and responsibilities of the Board are not clear; it often fails to achieve a quorum.
Approaching standard	Board membership is not complete; there has been some unanticipated turnover on the Board unrelated to the term limits stipulated in the Board's by-laws; it is reasonably well-balanced in member expertise; roles and responsibilities on the Board are reasonably clear; it is difficult to get a quorum; Board subcommittees are somewhat active; the Board is developing its ability to provide clear, consistent and competent stewardship.
Meets standard	The Board's membership collectively contributes a broad skill set and fair representation of the community; Board members are knowledgeable about the school; roles and responsibilities of the Board are clearly delineated; Board meetings reflect thoughtful discussion and progress in the consideration of issues; overall, the Board provides consistent and competent stewardship of the school.
Exceeds standard	The Board meets the standard for this sub-question AND: displays exceptional expertise and stewardship, as evidenced by significant Board actions to enhance the school over time.
<b>Rating</b>	
<b>Comments</b>	

**Sources of Evidence:**

Expert site visit reports; Mayor's Office compliance and governance reviews. These standards and sources of evidence are more fully specified in the Compliance and Governance Handbook, available at <http://www.indygov.org/eGov/Mayor/Education/Charter/Schools/Operating/governance.htm>. City of Indianapolis, Office of the Mayor: Accountability Handbook 33.

**2.5. Is the school administration strong in its academic and organizational leadership?**

Does not meet standard	The school presents significant concerns in <i>two or more</i> of the following areas with no evidence of a credible plan to address them: a) the leadership has insufficient academic and/or business expertise; b) turnover in leadership has been high and/or damaging to the school; c) roles and responsibilities among leaders and between leaders and the Board are generally unclear; d) the school's leadership does not appear to actively engage in a process of continuous improvement; it has made few mid-course corrections in response to problems.
Approaching standard	The school presents significant concerns in <i>one</i> of the following areas with no evidence of a credible plan to address it: a) the leadership has insufficient academic and/or business expertise; b) turnover in leadership has been high and/or damaging to the school; c) roles and responsibilities among leaders and between leaders and the Board are generally unclear; d) the school's leadership does not appear to actively engage in a process of continuous improvement; it has made few mid-course corrections in response to problems.
Meets standard	The school's leadership a) has sufficient academic and/or business expertise; b) has been sufficiently stable over time; c) has clearly defined roles and responsibilities among leaders and between leaders and the Board; d) actively engages in a process of continuous improvement which has led to some mid-course corrections.
Exceeds standard	The leadership displays exceptional academic and business expertise. Leadership turnover has been manageable and appropriate. Roles and responsibilities among leaders and between leaders and the Board are clear. The leadership has established exemplary processes to engage in continuous improvement, which have led to significant enhancements to the school over time.

**Rating**

**Comments**

**Sources of Evidence:**  
Expert site visit reports; parent and staff surveys. City of Indianapolis, Office of the Mayor: Accountability Handbook 35.

**4.1. Does the school have a high-quality curriculum and supporting materials for each grade?**

Does not meet standard	The school presents significant concerns in <i>two or more</i> of the following areas: a) the curriculum does not align with the state standards; b) the school does not conduct systematic reviews of its curriculum to identify gaps based on student performance; c) the school does not regularly review scope and sequence to ensure presentation of content in time for testing; d) the sequence of topics across grade levels and content areas does not focus on core (prioritized) learning objectives; e) the staff lacks understanding and/or consensus as to how the curriculum documents and related program materials are used to effectively deliver instruction; f) there is a lack of programs and materials available to deliver the curriculum effectively.
Approaching standard	The school presents significant concerns in <i>one</i> of the following areas: a) the curriculum does not align with the state standards; b) the school does not conduct systematic reviews of its curriculum to identify gaps based on student performance; c) the school does not regularly review scope and sequence to ensure presentation of content in time for testing; d) the sequence of topics across grade levels and content areas does not focus on core (prioritized) learning objectives; e) the staff lacks understanding and/or consensus as to how the curriculum documents and related program materials are used to effectively deliver instruction; f) there is a lack of programs and materials available to deliver the curriculum effectively.
Meets standard	The school: a) curriculum aligns with the state standards; b) conducts systematic reviews of its curriculum to identify gaps based on student performance; c) regularly reviews scope and sequence to ensure presentation of content in time for testing; d) has a sequence of topics across grade levels and content areas that is prioritized and focuses on the core learning objectives; e) staff understands and uniformly uses curriculum documents and related program materials to effectively deliver instruction; f) programs and materials are available to deliver the curriculum effectively.

**Rating**

**Comments**

**Sources of Evidence:**

School and state documents; classroom observations; school-wide interviews. City of Indianapolis, Office of the Mayor: Accountability Handbook 42.

**4.2. Are the teaching processes (pedagogies) consistent with the school’s mission?**

Does not meet standard	The school presents significant concerns in <i>two or more</i> of the following areas: a) the curriculum is not implemented in the majority of classrooms according to its design; b) as delivered, instruction is not focused on core learning objectives; c) the pace of instruction/lessons and content delivery lacks the appropriate rigor and challenge; d) instructional activities lack variety and/or limited use of differentiated strategies to engage a wide range of student interests, abilities and learning needs; e) staff do not receive feedback on instructional practices.
Approaching standard	The school presents significant concerns in <i>one</i> of the following areas: a) the curriculum is not implemented in the majority of classrooms according to its design; b) as delivered, instruction is not focused on core learning objectives; c) the pace of instruction/lessons and content delivery lacks the appropriate rigor and challenge; d) instructional activities lack variety and/or limited use of differentiated strategies to engage a wide range of student interests, abilities and learning needs; e) staff do not receive feedback on instructional practices.
Meets standard	The school exhibits the following characteristics: a) the curriculum is implemented in the majority of classrooms according to its design; b) as delivered, instruction is focused on core learning objectives; c) the pace of instruction/lessons and content delivery possesses the appropriate rigor and challenge; d) instructional activities possess variety and/or use of differentiated strategies to engage a wide range of student interests, abilities and learning needs; e) supplies sufficient feedback to staff on instructional practices.

**Rating**

**Comments**

**Sources of Evidence:**

Classroom observations; student work samples. City of Indianapolis, Office of the Mayor: Accountability Handbook 43.



**4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?**

Does not meet standard	The school presents significant concerns in <i>two or more</i> of the following areas: a) standardized and/or classroom assessments are not accurate or useful measures of established learning standards/objectives; b) assessment results are not received by classroom teachers in a timely or useful manner to influence instructional decisions; c) assessments lack sufficient variety to guide instruction for a wide range of student learning abilities; d) there is limited frequency or use of assessments to inform instructional decisions effectively; e) assessment results are not used to guide instruction or make adjustments to curriculum.
Approaching standard	The school presents significant concerns in <i>one</i> of the following areas: a) standardized and/or classroom assessments are not accurate or useful measures of established learning standards/objectives; b) assessment results are not received by classroom teachers in a timely or useful manner to influence instructional decisions; c) assessments lack sufficient variety to guide instruction for a wide range of student learning abilities; d) there is limited frequency or use of assessments to inform instructional decisions effectively; e) assessment results are not used to guide instruction or make adjustments to curriculum.
Meets standard	The school: a) standardized and/or classroom assessments are accurate and useful measures of established learning standards/objectives; b) assessment results are received by classroom teachers in a timely and useful manner to influence instructional decisions; c) assessments have sufficient variety to guide instruction for a wide range of student learning abilities; d) engages with sufficient frequency or use of assessments to inform instructional decisions effectively; e) assessment results are used to guide instruction or make adjustments to curriculum.

**Rating**

**Comments**

**Sources of Evidence:**

School documents; lesson plans; assessment information; classroom observations; school-wide interviews. City of Indianapolis, Office of the Mayor: Accountability Handbook 45.

**4.5. Has the school developed adequate human resource systems and deployed its staff effectively?**

Does not meet standard	The school presents significant concerns in <i>two or more</i> of the following areas: a) hiring processes are not organized to support the success of new staff members; b) inefficient or insufficient deployment of faculty and staff limits instructional time and capacity; c) faculty and staff are not certified/trained in areas to which they are assigned; d) professional development (PD) does not relate to demonstrated needs for instructional improvement; e) PD is not determined through analyses of student attainment and improvement; f) the teacher evaluation plan is not explicit and regularly implemented with a clear process and criteria.
Approaching standard	The school presents significant concerns in <i>one</i> of the following areas: a) hiring processes are not organized to support the success of new staff members; b) inefficient or insufficient deployment of faculty and staff limits instructional time and capacity; c) faculty and staff are not certified/trained in areas to which they are assigned; d) professional development (PD) does not relate to demonstrated needs for instructional improvement; e) PD is not determined through analyses of student attainment and improvement; f) the teacher evaluation plan is not explicit and regularly implemented with a clear process and criteria.
Meets standard	The school exhibits the following characteristics: a) hiring processes are organized and used to support the success of new staff members; b) the school deploys sufficient number of faculty and staff to maximize instructional time and capacity; c) faculty and staff are certified/trained in areas to which they are assigned; d) professional development (PD) is related to demonstrated needs for instructional improvement; e) PD opportunities are determined through analyses of student attainment and improvement; f) the teacher evaluation plan is explicit and regularly implemented with a clear process and criteria.

**Rating**

**Comments**

**Sources of Evidence:**

Faculty and administrator interviews; school documents. City of Indianapolis, Office of the Mayor: Accountability Handbook 46.

**4.6. Is the school’s mission clearly understood by all stakeholders?**

Does not meet standard	The school presents significant concerns in <i>both</i> of the following areas: a) significant disagreements exist among stakeholders about the school’s mission; b) there is a lack of widespread knowledge and commitment to the intentions of the school’s mission.
Approaching standard	The school presents significant concerns in <i>one</i> of the following areas: a) significant disagreements exist among stakeholders about the school’s mission; b) there is a lack of widespread knowledge and commitment to the intentions of the school’s mission.
Meets standard	The school: a) has a mission that is shared by all stakeholders; b) has stakeholders possessing widespread knowledge and commitment to the intentions of the school’s mission.

**Rating**

**Comments**

**Sources of Evidence:**

Faculty, administrator, parent and student interviews; school documents. City of Indianapolis, Office of the Mayor: Accountability Handbook 47.

**4.7. Is the school climate conducive to student and staff success?**

Does not meet standard	The school presents significant concerns in <i>two or more</i> of the following areas with no evidence of a credible plan to address them: a) the school does not have clearly stated rules that enforce positive behavior; b) the school’s discipline approach does not possess high expectations for student behavior; c) interactions between faculty and students are disrespectful and/or unsupportive and there are non-existing or unclear processes for resolution of conflicts; d) interactions between faculty and administration are unprofessional and/or unproductive.
Approaching standard	The school presents significant concerns in <i>one</i> of the following areas with no evidence of a credible plan to address it: a) the school does not have clearly stated rules that enforce positive behavior; b) the school’s discipline approach does not possess high expectations for student behavior; c) interactions between faculty and students are disrespectful and/or unsupportive and there are non-existing or unclear processes for resolution of conflicts; d) interactions between faculty and administration are unprofessional and /or unproductive.
Meets standard	The school exhibits the following characteristics: a) the school has clearly stated rules that enforce positive behavior; b) the school’s discipline approach possesses high expectations for student behavior; c) interactions between faculty and students are respectful and supportive and faculty and students are clear about processes for resolution of conflicts; d) interactions between faculty and administration are professional and constructive.

**Rating**

**Comments**

**Sources of Evidence:**

Faculty, administrator and student interviews; classroom observations. City of Indianapolis, Office of the Mayor: Accountability Handbook 48.

**4.8. Is ongoing communication with students and parents clear and helpful?**

Does not meet standard	The school presents significant concerns in <i>two or more</i> of the following areas: a) there is a lack of active and ongoing communication between the school and parents; b) school communication is neither timely nor relevant to the parental concerns; c) student academic progress and achievement reports are not clearly reported and/or misunderstood; d) the school’s communication methods are not well-designed to meet the needs of a diverse set of parents (e.g., not communicating in parents’ native languages, communicating only in writing when many parents cannot read, holding meetings at inconvenient times for parents).
Approaching standard	The school presents significant concerns in <i>one</i> of the following areas: a) there is a lack of active and ongoing communication between the school and parents; b) school communication is neither timely nor relevant to the parental concerns; c) student academic progress and achievement reports are not clearly reported and/or misunderstood; d) the school’s communication methods are not well-designed to meet the needs of a diverse set of parents (e.g., not communicating in parents’ native languages, communicating only in writing when many parents cannot read, holding meetings at inconvenient times for parents).
Meets standard	The school: a) has active and ongoing communication between the school and parents; b) utilizes communications that are both timely and relevant to the parental concerns; c) communicates student academic progress and achievement in reports that are understood by parents; d) the school’s communication methods are designed to meet the needs of a diverse set of parents (e.g., communicating in parents’ native languages, not communicating only in writing when many parents cannot read, holding meetings at convenient times for parents).

**Rating**

**Comments**

**Sources of Evidence:**

Parent and student interviews; school documents. City of Indianapolis, Office of the Mayor: Accountability Handbook 49.

## Appendix F: Board Questionnaire

*Please provide the following information on a separate sheet. This sheet must be sent to the team leader in advance of the site visit.*

1. Please provide a full list of Board members that have served on the Board since the inception of the school. As well as current Board members, please provide the names of Board members who are no longer serving. In addition to the name of every Board member, please provide the dates he/she has served on the Board.
2. Please list the current positions on the Board and who currently fills them and for how long.
3. Please list the names of all Board committees and current membership on each committee.
4. Please indicate the number of Board members required by the school's by-laws.
5. Please list the dates of Board meetings for the last 12 months. Please make note of any meetings that did not have a quorum.

Thank you.