Saginaw Valley State University Educational Program Review Protocol

2021-2022

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Part I: Introduction

What is the Saginaw Valley State University Educational Program Review (EPR)?

The Saginaw Valley State University (SVSU) Educational Program Review (EPR) is a process that the SVSU School/University Partnership Office (SUPO) can use to understand and explain how well its charter schools are working to educate students. The EPR places a team of experienced educators from SchoolWorks and SUPO in a school to collect and analyze data about school performance. The EPR is conducted over two days, with one day on site and one day conducted virtually. The EPR is based on a transparent, research-based set of standards: the classroom observation tool adapted from AdvancED and the SchoolWorks Quality Criteria (SQC). The classroom observation tool and SQC are used to promote understanding and dialogue between the school and the site visit team.

What is the AdvancED Classroom Observation Tool?

The SUPO Classroom Observation Tool is an adaptation of AdvancED's Effective Learning Environments Observation Tool (eleot® 2.0). The purpose of this tool is to help identify and document observable evidence of classroom environments that are conducive to student learning. The key areas of focus include a(n): high expectations environment, active learning environment, progress monitoring and feedback environment, well-managed learning environment, and resources to support learning environment.

What are the SchoolWorks Quality Criteria?

The SQC consists of a set of standards used to assess critical aspects of a school's culture, organization, and academic program. SchoolWorks Quality Criteria and indicators are based on research of best educational practices, as well as on the expertise that SchoolWorks brings to the process after assessing more than 1,000 school programs since 1998.

What is the purpose of an EPR?

The EPR serves as a summative review, providing specific findings in relation to the protocol about a school at the current time for accountability purposes. The outcome of an EPR is a comprehensive report detailing the team's findings in relation to the protocol criteria.

How does the EPR process work?

The EPR utilizes multiple sources of evidence to understand how well a school is working. It extends beyond standardized measures of student achievement to collect evidence in relation to the protocol's criteria and indicators. Evidence collection begins with the review of the key documents (document request list found in Appendix A) that describe the school and its students. Key documents reviewed by the site visit team prior to arrival on site include school improvement plans and staff/student handbooks. This provides the team with initial information about the school's programs and the students it serves. While on site, evidence collection continues through additional document reviews, classroom visits, and interviews with key school stakeholders. After collecting evidence, the team meets daily to confirm, refute, and modify its hypotheses about school performance.

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

What are the general steps in the EPR process?

Pre-visit Planning and Analysis

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

Evidence Gathering On Site (in-person and virtually)

On site in-person and virtually, the site visit team continues document reviews and conducts classroom visits and interviews with key school stakeholders.

Development of Findings

The site visit team's primary objective is to develop findings in relation to the protocol. To come to consensus on a set of findings, the team works together to collate and discuss available evidence collected throughout the EPR process.

Written Report

After the site visit, the SUPO writes a formal written report that formalizes the findings discussed on site. This information is subsequently shared with the school's leadership team and Board Chair.

Part II: Code of Conduct

The site visit team is guided in its work by a code of conduct.[1] Adherence to the code of conduct improves the quality of the site visit; schools do not provide reliable evidence under unnecessary stress. Adherence to the code of conduct also creates a frank, professional tone in which the site visit team and the school may discuss key strengths and areas for improvement.

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

- **Embrace and leverage diversity, equity, and inclusion (DEI).[2]**
  - Recognize that implicit bias exists, and these biases impact our interactions with all stakeholders.
  - Interact with and support all stakeholders equitably.
  - Use student first language.
  - Leverage team members' diverse backgrounds and experiences equitably.

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

[2] See definitions in Section IV.

Part III: Sample Site Visit Schedule

Below is a sample visit schedule for the full visit, as well as a detail of a single day. Schedules will vary from school to school, depending on the size of the school and the number of site visit team members. The team leader will work to construct a daily schedule for the site visit, based on schedule documents and guidance provided by school leadership.

For multi-day site visits, sessions with school leadership will be scheduled each morning to provide opportunity for discussion and redirection.

Sample 2 Day Site Visit Schedule		
Time	**Day 1**	**Day 2**
9:00 – 9:15 am	Team arrives at school and morning meeting	Team arrives at SVSU and morning meeting
9:15 –10:15 am	Opening meeting with school administration	Interview with School Leadership
10:15 – 11:15 am	Classroom observations & teacher focus groups	Document review & teacher/staff focus groups
11:15– 12:00 pm	Student focus group & classroom observations	Document Review
12:00 – 1:00 pm	**Lunch and mid-day meeting and site visit team debrief**	
1:00 – 2:30 pm	Teacher focus group & classroom observations	1:00 – 3:00 pm Team deliberations and coming to consensus
2:30 – 3:15 pm	Focus group with parents & document review	
3:15 – 4:00 pm	Evidence sorting and team discussion	
4:00 - 4:15 pm	Closing Meeting	

Part IV: Domains and Key Questions

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

<div align="center">Domain 1: Instruction</div>

1. *Does the school provide all students with high quality instruction?[3]*

<div align="center">Domain 2: Students' Opportunities to Learn</div>

2. *Does the school identify and support its diverse learners?*

3. *Does the school foster a strong culture of diversity, equity, and inclusion[4] and ensure a safe, supportive environment for all students?*

<div align="center">Domain 3: Educators' Opportunities to Learn</div>

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

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

<div align="center">Domain 4: Leadership and Governance</div>

6. *Do school leaders guide and participate with instructional staff in the improvement of teaching and learning?*

7. *Do school leaders facilitate intentional, strategic efforts to ensure the effectiveness of the school's program and the sustainability of the organization?*

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

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[3] This key question will be answered using the SUPO's Classroom Observation tool

[4] Definitions taken from www.newschools.org: **Diversity:** having different types of people from a wide range of identities with different perspectives, experiences, etc. (Source: Merriam-Webster); **Equity:** Removing the predictability of success or failure that currently correlates with any social or cultural factor (such as race), examining biases, and creating inclusive environments. (Adopted from: National Equity Project); **Inclusion:** Putting diversity into action by creating an environment of involvement, respect, and connection – where the richness of ideas, backgrounds, and perspectives are harnessed to create value. (Source: Diversity Journal)

Part V: EPR Criteria and Indicators

Domain 1 has been adapted from the AdvancEd Tool and contains the indicators identified on the SUPO's classroom observation form. Domains 2-4 contain the complete list of the SchoolWorks Criteria and Indicators (SQC), 5th Edition. These criteria and indicators are used to guide evidence collection, team deliberation, and development of findings during the site visit.

Domain 1: Instruction

1. Does the school provide all students with high quality instruction?

Criterion 1.1: High Expectations Environment

o   The student is tasked with activities and learning that are challenging but attainable.
o   The student is engaged in rigorous coursework, discussions, and/or tasks.
o   The student is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing).

Criterion 1.2: Active Learning Environment

o   The student has several opportunities to engage in discussions with teacher and other students.
o   The student makes connections from content to real-life experiences.
o   The student is actively engaged in the learning activities.

Criterion 1.3: Progress Monitoring and Feedback Environment

o   The student demonstrates awareness of how her/his work is assessed.
o   The student has opportunities to revise/improve work based on feedback.
o   The teacher uses formative and summative assessments to check for understanding.

Criterion 1.4: Well-Managed Learning Environment

o   The student speaks and interacts respectfully with teacher(s) and peers.
o   The student follows classroom rules and works well with others.
o   The student transitions smoothly and efficiently to activities.
o   The student collaborates with other students during student-centered activities.
o   The student is completing activities that are aligned to the purpose of the lesson.
o   Classroom routines are followed.

Criterion 1.5: Resources to Support Learning Environment

o   The student as access to relevant and adequate resources to support learning.
o   The student is provided support and assistance to understand content and accomplish tasks (para-pro, manipulatives, anchor charts, etc.).

Domain 2: Students' Opportunities to Learn

Students' opportunities to learn are influenced by the *school-wide learning culture* – the norms, values, and relationships students experience at school each day – and the *school-wide practices and interventions* that support their academic and social-emotional learning. Research suggests that students learn best when their school has a culture of high expectations for behavioral and academic performance *in concert with* a culture of caring and support. This context is further bolstered when schools monitor

students' academic and behavioral progress, identify students in need of more targeted support, and ensure interventions and guidance for students at risk of disengaging or failing. Together, the school's culture and supports for learning contribute to students' attitudes, skills, and abilities to succeed in and beyond the classroom.

2. Does the school identify and support its diverse learners?

Criterion 2.1: The school has a process for identifying struggling and at-risk students and systematically monitors student progress and program effectiveness.

- o The school monitors students' progress toward academic goals and uses this feedback to inform the levels of student academic support or intervention.
- o Educators collaborate to collect and review risk indicator data to identify students in need of targeted academic supports and to plan interventions.
- o The school monitors student progress toward behavioral goals and uses this feedback to inform the level of behavioral support or intervention.
- o Educators collaborate to collect and review risk indicator data to identify students in need of targeted behavioral supports and to plan interventions.
- o The process for identifying and monitoring the progress of struggling and at-risk students is transparent and understood by all stakeholders.

Criterion 2.2: The school implements appropriate supports for its diverse learners.

- o The school provides basic in-class preventions and supports to ensure academic growth, positive behavior, and equitable treatment of all students.+
- o The school implements specific, targeted academic and behavioral supports or interventions for students identified as at-risk students and students with disabilities.
- o The school provides students who are struggling with research-based programming designed to remediate gaps in skill or content knowledge.
- o The school offers students tutoring or other supplemental services provided by the school or external agencies.
- o The school offers individual or small group support in test-taking, study habits, or academic content that build upon classroom curriculum and expectations
- o Qualified support staff offer one-on-one individualized support to students over a sustained period of time.
- o Qualified support staff deliver the supports for students with disabilities.*
- o The school monitors the progress of students with disabilities toward academic and behavioral goals and uses this feedback to inform the level of student support or intervention.
- o *[For high school students]* Dropout prevention programs combine academic support with social skill-building and are taught by qualified staff who are trained in each program's philosophy, strategies, and materials.[8]
- o *[For high school students]* Students have opportunities to learn about post-secondary options (e.g., workplaces, internships, higher education).
- o *[For high school students]:* Students have opportunities for credit recovery and new credits through after-school, weekend, or summer programs; the school offers face-to-face instructional support to complement online recovery options.

3. **Does the school foster a strong culture of diversity, equity, and inclusion and ensure a safe and supportive environment for all students?[5]**

Criterion 3.1: The school's leadership and staff are engaged, supported, and involved in a strong culture of diversity, equity, and inclusion.

o Leadership and staff engage in multiple professional learning opportunities focused on culturally responsive pedagogy.

o Leadership and staff have a shared understanding of how they can enact practices that support and value diversity, equity, and inclusion (such as advocacy or affinity groups); they are rewarded and/or acknowledged for their work in this area.

o The school's data collection and analysis are reliable and valid, designed to disaggregate data and uncover trends specifically targeted toward improving metrics in diversity, equity, and inclusion.

o School leadership and instructional interventions support the development of teaching and learning practices focused on improving outcomes and addressing gaps for diverse student populations, experiences, backgrounds, and learning approaches.

o Educators describe the school climate as one that values teacher and student diversity, differences, and multiple perspectives.

o The school has clear and comprehensive systems for employee recruitment, retention, and promotion that value and promote diversity, equity, and inclusion.

Criterion 3.2: Students encounter and are involved in a strong culture of diversity, equity, and inclusion.

o Instructional materials and practices are culturally relevant and based on students' prior knowledge and experiences.

o Instructional materials and practices affirm values, focus on students' strengths, and create more confident student learners.

o Students describe the school climate as one that values teacher and student diversity, differences, and multiple perspectives.

o All students are provided with ample opportunities to think critically about power and privilege, consider diverse perspectives, and develop leadership skills.

o Teachers set high expectations for learning and behavior for all students.

o All students encounter restorative practices and discipline practices and policies that are culturally responsive and implemented equitably.

o All students share a sense of belonging and pride in the school community.

o All students have access to high-quality and rigorous learning opportunities in school activities, after-school activities, and extracurricular activities.

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

Criterion 3.3: The school provides a safe environment to support students' learning.

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

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[5] Definition taken from www.newschools.org: **Diversity:** having different types of people from a wide range of identities with different perspectives, experiences, etc. (Source: Merriam-Webster); **Equity:** Removing the predictability of success or failure that currently correlates with any social or cultural factor (such as race), examining biases, and creating inclusive environments. (Adopted from: National Equity Project); **Inclusion:** Putting diversity into action by creating an environment of involvement, respect, and connection – where the richness of ideas, backgrounds, and perspectives are harnessed to create value. (Source: Diversity Journal)

- o School leaders disperse responsibility for discipline; all staff regularly supervise students in school's public spaces.
- o Students and staff indicate they believe school rules are fairly and consistently enforced for all students.
- o The school has few reported incidences of physical violence, aggression, bullying, teasing, or harassment.
- o Students report that they feel safe from bullying, teasing, and harassment.
- o Students report they have friends and positive relationships with peers and adults at school.
- o School provides opportunities for students to seek help from staff for academic or social issues.

<div style="background-color:#b5493a; color:white; text-align:center; font-weight:bold; padding:6px;">Domain 3: Teachers' Opportunities to Learn</div>

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

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

Criterion 4.1: Professional development (PD) is ongoing, aligned to daily work, evaluated, and improved upon.

- o PD engages teachers in active learning (e.g., leading instruction, discussing with colleagues, observing other teachers, developing assessments).
- o PD is embedded in teachers' daily work through coaching, collaborative planning, and reflection.
- o Trained coaches and/or colleagues with instructional expertise provide coaching and support around instructional planning and lesson design, pedagogy, assessment, and student engagement.
- o PD provides followup sessions and ongoing support for teachers' continued learning.
- o PD combines workshops, conferences, and trainings (at least 14 hours per school year) with the ongoing work of educators' learning teams.
- o The quality of professional development delivery is regularly monitored, evaluated, and improved.
- o The effects of professional development are assessed using data on teacher instruction and student achievement.

Criterion 4.2: Educators collaborate regularly to learn about effective instruction and students' progress.
- o Educators meet frequently during regularly scheduled, uninterrupted times (e.g., staff, department, and grade-level meeting times) to collaborate, establish improvement goals, and make data-informed instructional decisions.
- o Educators' collaborative meetings have a clear and persistent focus on improving student learning and achievement.
- o Educators describe sharing knowledge and expertise among colleagues as an essential collaborative activity for their job success.

- Teachers are willing to talk about their own instructional practice, actively pursue and accept feedback from colleagues, and try new teaching strategies.
- School leaders ensure that staff and team meeting discussions are structured and facilitated to support the staff's reflective dialogue around data and instruction (e.g., by attending to explicit group norms, by using protocols).
- School leaders provide guidance to teacher teams (e.g., help to establish meeting routines, model and promote the use of discussion protocols, ensure the systematic monitoring of student progress, create a focus on linking results to instruction) and ensure that teachers utilize tools and time well.

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

Criterion 5.1: Educators' mindsets and beliefs reflect shared commitments to students' learning.

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

Criterion 5.2: The school reflects a safe, trustworthy, and growth-oriented professional climate.

- Educators describe non-evaluative, "blame-free" norms for sharing data and solving challenging instructional problems.
- Educators' concerns and decisions focus on students' learning and well-being instead of staff members' individual or competing preferences.
- Educators convey that they are willing to share and discuss their own instructional practice, seek and accept feedback, and collectively experiment with new teaching strategies.
- Educators describe colleagues and administrators as open, honest, well-intentioned, caring, and reliable.

Domain 4: Leadership & Governance

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

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

the organization.

6. Do school leaders guide and participate with instructional staff in the improvement of teaching and learning?

Criterion 6.1: School leaders ensure that the school has a coherent, comprehensive, and aligned curriculum.

o School leaders ensure that the curriculum includes the essential content and skills for all students to learn at each grade level and that it is mapped across the school year with adequate instructional time allocated.
o School leaders ensure that curriculum, instruction, and assessments are aligned with state standards, aligned with each other, and coordinated both within and across grade levels.
o School leaders monitor instructional plans for alignment with the curriculum program (e.g., periodic review of curriculum maps, unit and lesson plans, and formative assessments; classroom observations).
o School leaders ensure that plans are informed by students' prior knowledge, current skills, and learning needs.
o School leaders ensure that instructional materials are selected and/or developed in accordance with a school-wide instructional framework and are aligned with established curriculum standards.
o School leaders ensure that the curriculum is periodically reviewed and that revisions are made accordingly.
o School leaders provide meaningful feedback on the quality of lesson and/or unit plans.

Criterion 6.2: School leaders ensure that teachers deliver high-quality instruction.

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

Criterion 6.3: School leaders provide conditions that support a school-wide data culture.

o Teachers have easy access to varied,[25] current, and accurate student and instructional data.
o School leaders ensure that teachers employ a regular cycle of interim assessments to gather data on student performance.
o Teachers are provided time to collect, enter, query, analyze, and represent student data and use tools that help them act on results.[26]
o Teachers use results from interim or summative assessments to make adjustments to the organization of students in the classroom, pace of instruction, or content being taught.
o Teachers use results from interim or summative assessments to identify students in need of remediation or acceleration and assign appropriate supports to students.

7. Do school leaders facilitate intentional, strategic efforts to ensure the effectiveness of the school's program and the sustainability of the organization?

Criterion 7.1: School leaders effectively orchestrate the school's operations.

o Clear systems, structures, and procedures guide daily routines and school programs.
o Systems, structures, and procedures are aligned to a clear organizational vision and clear goals, continually monitored, and adjusted to ensure effectiveness.
o School leaders target resources (e.g., funding, materials, time, staff) toward the school's instructional

framework and goals; treat resources flexibly; and avoid scattered allocations of resources for improvement.
o   School leaders diagnose problems before implementing solutions.
o   School leaders distribute leadership responsibilities to appropriate individuals or groups.
o   School leaders ensure ongoing leadership development for emerging and current school leaders and have developed a plan for leadership succession.

Criterion 7.2: School leaders ensure effective communication and inclusive, transparent decision-making across the organization.

o   Communications among all stakeholder groups are constructive, supportive, and respectful.
o   School leaders have established effective means of communicating with school staff.
o   Communications between leadership and staff are fluid, frequent, and open.
o   The principal involves faculty and staff in the planning and implementation of school policies.
o   The principal provides opportunities for faculty and staff to make or provide input on important decisions.

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

Criterion 8.1: The Board provides strong oversight of the effectiveness of the academic program.
o   The Board describes priorities that are aligned with the school's mission and that focus on preparing all students for college acceptance and completion or post-secondary success.
o   The Board conveys appropriate knowledge of academic performance of the full range of students in the school.
o   The Board conveys appropriate knowledge of the behavioral performance of students in the school.
o   The Board describes school progress against accountability goals and strategic priorities based on a regular, data-based benchmarking process.
o   The Board's membership possesses the appropriate instructional expertise to provide oversight of the academic program.
o   The Board has systems and structures that ensure questioning, scrutiny, and deliberation regarding academic performance; the Board monitors leadership efforts to address performance gaps.
o   The Board compares school progress to priorities and to the performance of other schools and/or districts based on a data-based benchmarking process.

Criterion 8.2: The Board provides strong financial oversight.

o   The Board maintains and monitors complete and accurate financial records and ensures an annual independent audit/review.
o   The Board reviews and approves the annual budget and monitors actual performance against the budget.
o   The Board ensures that a significant portion of the budget is allocated to priority programs that advance the school's mission and goals; the Board also ensures that sufficient resources are allocated for effective administration.
o   The Board establishes clear, written policies for paying or reimbursing expenses to those conducting school business.
o   The Board's membership possesses the appropriate financial expertise to provide oversight of the school's finances.
o   The Board has systems and structures that ensure questioning, scrutiny, and deliberation regarding financial performance; the Board monitors leadership efforts to ensure financial health.

Appendix A: School Task Checklist

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

	ITEMS TO BE SENT TO THE GOOGLE DRIVE FOLDER BEFORE THE EPR	
Scheduling	1. Roster of ALL staff, including grade levels and subject areas taught	
	2. Master schedule for all staff, including periods/times teaching and room numbers	
	3. A list of teacher preparation times or "free" periods (if not included in the roster or master schedule)	
	4. School bell schedule	
General	1. School handbooks (staff, student, family, SPED, ELL, and 504)	
	2. The school improvement plan / strategic plan	
	ITEMS TO BE PREPARED BEFORE THE EPR	
	1. Faculty and staff are aware of the visit and its purpose	
	2. Private meeting space for site visit team secured & copies of the school map provided	
	3. Delivery menus available for team to select lunch (Site visit team will pay for its own lunch.)	
	ITEMS TO BE SENT TO THE GOOGLE DRIVE FOLDER BY THE FIRST DAY OF THE EPR	
Instruction	1. Sample curricular documents that link standards to school/classroom instructional practices (e.g., scope and sequence, pacing guides, textbooks) from varied grade levels and subject areas	
	2. Sample lesson plans from different grade levels and subject areas	
	3. Samples of student work (e.g., HW, quizzes, projects) from a variety of grade levels/subject areas	
	4. Any other documents that the school believes would help the site visit team better understand its programs and initiatives related to classroom **instruction**	
Students' Opportunities to Learn	5. Description of the school's MTSS/RtI and English language learner systems	
	6. MTSS/RtI and ELL meeting minutes or agendas and sample student intervention plans	
	7. Curriculum materials (as it relates to culturally responsive curriculum)	
	8. Academic and behavioral data disaggregated by subgroup	
	9. Any other documents that the school believes would help the site visit team better understand its programs and initiatives related to **students' opportunities to learn** (surveys, programs)	

Educators' Opportunities to Learn	10. Professional development (PD) calendar and sample PD documents	
	11. Agendas and minutes from collaborative planning or grade level team meetings	
	12. Any other documents that the school believes would help the site visit team better understand its programs and initiatives related to **educators' opportunities to learn**	
Leadership & Governance	13. Sample completed teacher evaluations and informal observation/feedback forms (WITHOUT names)	
	14. Agendas and minutes from leadership team or other staff meetings	
	15. Sample data meeting files or data trackers	
	16. Board meeting minutes, agenda, and bylaws	
	17. Board reports, goals progress trackers	
	18. Any other documents that the school believes would help the site visit team better understand its programs and initiatives related to **leadership and governance**	

Appendix B: Classroom Visit Tool and Guidance

What is the purpose of the classroom visit tool?

The purpose of the classroom visit tool is threefold:

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

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

Frequently asked questions about classroom visits

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

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

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

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

5. *Do teachers receive feedback from the classroom visitor?*
   The site visit team seeks to identify trends across the school, not to provide information on the effectiveness of specific classroom practices or individual teachers. Team members will NOT provide feedback to individual teachers nor will they provide feedback on individual teachers to school leadership. Class visits are NOT teacher evaluations. They will not be shared with individual teachers or any other school personnel. They are intended to provide information to the site visit team about the implementation of the academic program, the availability of resources, and any additional evidence that demonstrates aspects of school practices and operations.

6. *Should the classroom visitor expect to see all the indicators on the classroom visit tool in a single classroom?*
   The classroom visit tool is aligned with the indicators in the protocol that reflect a range of effective practices. This has been adapted from the AdvancEd Tool. It is not expected that the classroom visitor would see all of these indicators. The tool serves as a resource for the site visit team to identify and explain practices that are characteristic of each individual school.

SAGINAW VALLEY STATE UNIVERSITY

# of Students: _____   Grade/Subject: _____   Time In: _____   Time Out: _____   Observer's Initials: _____

Student-focused Observations

A. High Expectations Environment	Exceeds (>80%)	Meets (70%-80%)	Does Not Meet (Missed Opportunity)	Did Not See
1. Is tasked with activities and learning that are challenging but attainable				
2. Is engaged in rigorous coursework, discussions, and/or tasks				
3. Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)				

Notes:

B. Active Learning Environment	Exceeds (>80%)	Meets (70%-80%)	Does Not Meet (Missed Opportunity)	Did Not See
1. Has several opportunities to engage in discussions with teacher and other students				
2. Makes connections from content to real-life experiences				
3. Is actively engaged in the learning activities				

Notes:

C. Progress Monitoring and Feedback Environment	Exceeds (>80%)	Meets (70%-80%)	Does Not Meet (Missed Opportunity)	Did Not See
1. Awareness of how her/his work is assessed				
2. Has opportunities to revise/improve work based on feedback				
3. Uses formative and summative assessments to check for understanding				

Notes:

D. Well-Managed Learning Environment	Exceeds (>80%)	Meets (70%-80%)	Does Not Meet (Missed Opportunity)	Did Not See
1. Speaks and interacts respectfully with teacher(s) and peers				
2. Follows classroom rules and works well with others				
3. Transitions smoothly and efficiently to activities				
4. Collaborates with other students during activities				
5. Is completing activities that are aligned to the purpose of the lesson				
6. Classroom routines are followed				

Notes:

E. Resources to Support Learning Environment	Exceeds (>80%)	Meets (70%-80%)	Does Not Meet (Missed Opportunity)	Did Not See
1. Has access to relevant and adequate resources to support learning				
2. Is provided support and assistance to understand content and accomplish tasks (para-pro, manipulatives, anchor charts, etc.)				

Notes:

Appendix C: Interview Guidance and Worksheets

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

SCHOOL-WIDE INTERVIEWS		
Interviews/ focus groups	**Description**	**Approximate Time Needed**
Board	This interview is conducted with a representative group of the school's Charter School Board.	**1 hour**
School Leadership	School leadership includes the principal and key assistants (e.g., assistant principals, curriculum director and/or lead teachers). In addition to an interview, school leadership may be asked to provide further guidance and insight throughout the visit. Feedback on the team's preliminary findings will be presented to school leadership at the end of the site visit.	**1-hour** focus group each day
Teachers	Groups of teachers, typically by **grade level,** make up focus groups. In some cases, the team may request a focus group meeting with teaching assistants, aides, or other personnel to discuss their roles in the delivery of the academic program at the school. The team tries to speak to as many of the school's teaching staff as possible.	**45-60 minutes** (When possible, scheduled during common prep periods.)
Specialists	Interviews with specialists are conducted. School leaders are asked to identify personnel who play a significant role in school functioning (e.g., the school's special education director, ELL coordinator, curriculum coordinators, guidance counselors and other relevant staff).	**45 minutes**
Students	A selection of **four**-to-**eight** students representing a variety of grade levels and varying instructional needs. Students are selected by the school's leadership and/or staff. Students are asked to bring a piece of recent work to share with the focus group leader.	**45 minutes**
Parents	A representative group of **four-**to-**eight** parents, 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.	**45 minutes** (If possible, scheduled around dismissal)

What is the purpose of the interview worksheet?

Interview worksheets are provided to:

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

2. Ensure uniformity across interviews conducted.

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

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

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

How do I use the interview worksheet?

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

Principal/School Leadership Interview Guide

Domain 1: Instruction	School-specific questions
1. When we walk into classrooms, what should we expect in terms of enrollment/ attendance given the current landscape? ❑ # of students attending on day of visit ❑ Impact of COVID on attendance	
2. Is there a school-wide approach to behavior management that we will observe in the classrooms? ❑ Behavioral expectations ❑ Maximize learning time	
3. What is the school's approach to instruction? Are there common practices we will observe across classrooms? ❑ Specific strategies ❑ Lesson structure and objectives ❑ Differentiation, including students who are ELLs, students with disabilities, and accelerated learners ❑ Components of the school's curriculum ❑ Student collaboration/peer work ❑ Ensuring students' cognitive engagement/higher order thinking	
4. How do teachers assess students' mastery of skills and content during lessons? ❑ Formative assessments/checks for understanding ❑ Feedback to students	
Domain 2: Students' Opportunities to Learn	School-specific questions
5. How does the school identify and support its diverse learners? ❑ Process for identification of students needing academic and behavioral supports (Response to Intervention [RtI], child study/student support teams) ❑ Process for identification of students with disabilities, students who are English language learners, and students needing enrichment ❑ Available academic/behavioral supports offered by school (types, frequency, staffing, training) ❑ Approach to monitoring progress ❑ Services for students with disabilities/English language learners/accelerated learners	

6.	Describe the school's approach to diversity, equity, and inclusion (DEI).[6] ❑ Shared understanding of these terms; commitment to them; celebration of them ❑ Use of disaggregated behavioral and academic data ❑ Culturally responsive pedagogy; culturally relevant instructional materials and practices ❑ Opportunities to contribute to increasing understanding of DEI (e.g., affinity groups, leadership/collegial professional learning opportunities) ❑ DEI embedded into school culture for staff and students (for example, access and equity re: extracurriculars) ❑ Behavior/culture systems and how they are inclusive and equitable	
7.	In what other ways does the school support student learning? ❑ Safe and caring environment (physical and emotional safety) ❑ Family engagement ❑ High expectations for ALL students ❑ Programs and supports to develop social and emotional awareness skills ❑ Opportunities to form positive relationships with peers and adults ❑ Celebration of students' success and growth	
Domain 3: Educators' Opportunities to Learn		**School-specific questions**
8.	Describe the school's approach to professional development (PD). ❑ Focus of PD and how it was identified ❑ Structure, frequency, and content of PD (active, intensive, sustained, follow-up) ❑ Evaluation and evidence of effectiveness ❑ Opportunities for teachers to collaborate (mentors, teams, structures, follow-up) ❑ Role of school leaders in facilitating/supporting teacher collaboration	
9.	Describe the adult culture in the building. ❑ Growth-oriented focus; shared commitments and beliefs ❑ Relationship among staff/between staff and administrators	
Domain 4: Governance & Leadership		**School-specific questions**
10.	In what ways do you monitor and work to continuously improve the academic program? ❑ Academic vision, goals, and progress-monitoring ❑ Review of curriculum and curriculum revisions ❑ Feedback to teachers on planning documents and instruction (frequency, content, consistency)	

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[6] Definition taken from www.newschools.org:

Diversity: having different types of people from a wide range of identities with different perspectives, experiences, etc. (Source: Merriam-Webster)

Equity: Removing the predictability of success or failure that currently correlates with any social or cultural factor (such as race), examining biases, and creating inclusive environments. (Adopted from: National Equity Project)

Inclusion: Putting diversity into action by creating an environment of involvement, respect, and connection – where the richness of ideas, backgrounds, and perspectives are harnessed to create value. (Source: Diversity Journal)

	❑ Analysis of data and determining next steps ❑ Use of disaggregated behavioral and academic data	
11.	What assessments does the school administer, and what is the purpose of each assessment? ❑ Type and frequency ❑ How school leaders use the data (strategic, impact on programs, transparency) ❑ How teachers are expected to access and use the data (systems, structures, time allocated)	
12.	How do you ensure effective operations at the school? ❑ Systems, structures, and routines ❑ Targeting resources (school budgeting process and spending priorities, staffing, and deployment of human resources) ❑ Communication and decision-making processes and structures ❑ Leadership pipeline	
13.	Describe how the Board oversees the school. ❑ Information they receive about the academic program; expertise to understand its meaning ❑ Information they receive about the school's finances, and financial expertise	

Teacher Interview Guide

Domain 1: Instruction	School-specific questions
1. Is there a school-wide approach to behavior management that you implement in your classrooms? ❑ Behavioral expectations ❑ Maximize learning time	
2. What is the school's approach to instruction? Are there common practices we will when we observe classrooms? ❑ Specific strategies ❑ Lesson structure and objectives ❑ Differentiation, including students who are ELLs, students with disabilities, and accelerated learners ❑ Components of the school's curriculum ❑ Student collaboration/peer work ❑ Ensuring students' cognitive engagement/higher order thinking	
3. How do you assess students' mastery of skills and content during lessons? ❑ Formative assessments/checks for understanding ❑ Feedback to students	
Domain 2: Students' Opportunities to Learn	**School-specific questions**
4. How does the school identify and support its diverse learners? ❑ Process for identification of students needing academic and behavioral supports (Response to Intervention [RtI], child study/student support teams) ❑ Process for identification of students with disabilities, students who are English language learners, and students needing enrichment ❑ Available academic/behavioral supports offered by school (types, frequency, staffing, training) ❑ Approach to monitoring progress ❑ Services for students with disabilities/English language learners/accelerated learners	

5.	Describe the school's approach to diversity, equity, and inclusion (DEI).[7] ❑ Shared understanding of these terms; commitment to them; celebration of them ❑ Use of disaggregated behavioral and academic data ❑ Culturally responsive pedagogy; culturally relevant instructional materials and practices ❑ Opportunities to contribute to increasing understanding of DEI (e.g., affinity groups, leadership/collegial professional learning opportunities) ❑ DEI embedded into school culture for staff and students (for example, access and equity re: extracurriculars) ❑ Behavior/culture systems and how they are inclusive and equitable	
6.	In what other ways does the school support student learning? ❑ Safe and caring environment (physical and emotional safety) ❑ Family engagement ❑ High expectations for ALL students ❑ Programs and supports to develop social and emotional awareness skills ❑ Opportunities to form positive relationships with peers and adults ❑ Celebration of students' success and growth	
Domain 3: Educators' Opportunities to Learn		**School-specific questions**
7.	Describe the school's approach to professional development (PD). ❑ Focus of PD and how it was identified ❑ Structure, frequency, and content of PD (active, intensive, sustained, follow-up) ❑ Evaluation and evidence of effectiveness ❑ Opportunities for teachers to collaborate (mentors, teams, structures, follow-up) ❑ Role of school leaders in facilitating/supporting teacher collaboration	
8.	Describe the adult culture in the building. ❑ Growth-oriented focus; shared commitments and beliefs ❑ Relationship among staff/between staff and administrators	
Domain 4: Governance & Leadership		**School-specific questions**
9.	In what ways does leadership monitor and work to continuously improve the academic program? ❑ Academic vision, goals, and progress-monitoring ❑ Review of curriculum and curriculum revisions	

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[7] Definition taken from www.newschools.org:

Diversity: having different types of people from a wide range of identities with different perspectives, experiences, etc. (Source: Merriam-Webster)

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Inclusion: Putting diversity into action by creating an environment of involvement, respect, and connection – where the richness of ideas, backgrounds, and perspectives are harnessed to create value. (Source: Diversity Journal)

	❑ Feedback to teachers on planning documents and instruction (frequency, content, consistency) ❑ Analysis of data and determining next steps ❑ Use of disaggregated behavioral and academic data	
10.	What assessments does the school administer, and what is the purpose of each assessment? ❑ Type and frequency ❑ How school leaders use the data (strategic, impact on programs, transparency) ❑ How teachers are expected to access and use the data (systems, structures, time allocated)	
11.	How do leaders ensure effective operations at the school? ❑ Systems, structures, and routines ❑ Targeting resources (school budgeting process and spending priorities, staffing, and deployment of human resources) ❑ Communication and decision-making processes and structures ❑ Leadership pipeline	
12.	Describe how the Board oversees the school. ❑ Information they receive about the academic program; expertise to understand its meaning ❑ Information they receive about the school's finances, and financial expertise	

Board Interview Guide

Domain 2: Students' Opportunities to Learn	School-specific questions
1. Describe the measures the school board has put in place to ensure the safety of students and school staff. ❑ Investment in security personnel or equipment ❑ Training for staff and students, **including training on diversity, equity, and inclusion**	
Domain 4: Governance & Leadership	**School-specific questions**
2. Describe how the Board oversees the school. ❑ Information they receive about the academic program, and expertise to understand its meaning ❑ Information they receive about the school's finances, and financial expertise ❑ Communication with school leader and/or CMO/EMO ❑ Recruitment, hiring, and evaluation of chief executive ❑ Oversight of contract with CMO/EMO ❑ Strategic plan ❑ **Commitment to diversity, equity, and inclusion**	
3. How do you ensure effective operations at the school? ❑ School budgeting process ❑ Spending priorities ❑ Staffing and deployment of human resources	
4. What measures have you put in place to ensure the sustainability of the school? ❑ School leadership pipeline ❑ Financial viability ❑ Facilities ❑ Self-assessment of governing practices and outcome	

Parent Interview Guide

Domain 1: Instruction	School-specific questions
1. What are the school's expectations for students when they are in class? (behavior and academics) ❑ Consistency across teachers, grade levels ❑ Communication of expectations to students and their families ❑ **Equitable and inclusive behavior management systems that are culturally responsive**	
2. What is the school's approach to instruction? ❑ Differentiation, including students who are ELLs, students with disabilities, and accelerated learners ❑ Components of the school's curriculum ❑ **Culturally relevant instructional materials and practices** ❑ **Equitable access to curriculum, extracurriculars, clubs, etc.** ❑ Student collaboration/peer work ❑ Ensuring students' cognitive engagement/higher order thinking ❑ **High expectations for ALL students' learning**	
3. How do teachers know where students are struggling and what they are doing well? ❑ Assessments ❑ Feedback to students	
Domain 2: Students' Opportunities to Learn	**School-specific questions**
4. How does the school support students who are struggling or at risk? ❑ School's process for identification of students needing academic or behavioral supports (Response to Intervention [RtI], child study/student support teams) ❑ Process for identification of students needing enrichment ❑ Available academic/behavioral supports offered by school (types, frequency, staffing, training) ❑ School's approach to monitoring progress ❑ Services for students with disabilities/English language learners/accelerated learners	

Parent Interview Guide

5.	How does the school approach diversity, equity, and inclusion (DEI)?[8] ❏ *Shared understanding of these terms; commitment to them; celebration of them* ❏ *Use of disaggregated behavioral and academic data* ❏ *Culturally responsive pedagogy; culturally relevant instructional materials and practices* ❏ *Opportunities to contribute to increasing understanding of DEI (e.g., affinity groups, leadership/collegial professional learning opportunities)* ❏ *DEI embedded into school culture for staff and students (for example, access and equity re: extracurriculars)* ❏ *Behavior/culture systems and how they are inclusive and equitable* ❏ *Plan for increasing DEI (recruitment, retention, and promotion systems;)* ❏ *Communication with parents*	
6.	In what other ways does the school support student learning? ❏ Celebration of students' (academic) accomplishments ❏ **Family communication and engagement** (workshops, opportunities to share home practices to support student learning, parent volunteerism, PTOs) ❏ **Safe and caring environment** (physical and emotional safety across classrooms, hallways, parking lots, etc.) ❏ **Hold and communicate high expectations** ❏ Programs and supports to develop social and emotional awareness skills ❏ Opportunities to form positive relationships with peers and adults ❏ Extracurricular activities (clubs, sports) – **equitable access**	

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[8] Definition taken from www.newschools.org:
Diversity: having different types of people from a wide range of identities with different perspectives, experiences, etc. (Source: Merriam-Webster)
Equity: Removing the predictability of success or failure that currently correlates with any social or cultural factor (such as race), examining biases, and creating inclusive environments. (Adopted from: National Equity Project)
Inclusion: Putting diversity into action by creating an environment of involvement, respect, and connection – where the richness of ideas, backgrounds, and perspectives are harnessed to create value. (Source: Diversity Journal)

Student Interview Guide

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

4.	How do teachers know how you are doing in class? How do <u>you</u> know how you are doing at this school? ❑ Report cards ❑ Progress reports ❑ Assessments (standardized and teacher created) ❑ Rubrics ❑ Feedback from teachers or peers ❑ Chances to correct or revise work	
Domain 2: Students' Opportunities to Learn		**School-specific questions**
5.	What types of support does the school offer kids who need extra help or enrichment? ❑ Identifying students in need/accessing extra help or enrichment ❑ Out of school academic services (tutoring) ❑ In-school academic services ❑ Opportunities for credit recovery during summer or weekend programs	
6.	*How does the school approach diversity, equity, and inclusion?[9]* ❑ *How does the school make everyone feel welcome?* ❑ *Do you know what diversity, equity, and inclusion is? What does it mean to you?* o *Do teachers talk about this in your classes?* ❑ *Shared understanding of these terms; commitment to them; celebration of them* ❑ *Culturally responsive pedagogy* ❑ *Culturally relevant instructional materials and practices* ❑ *DEI embedded into school culture* ❑ *Equitable access to extracurriculars, clubs, etc.*	

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[9] Definition taken from www.newschools.org:

Diversity: having different types of people from a wide range of identities with different perspectives, experiences, etc. (Source: Merriam-Webster)

Equity: Removing the predictability of success or failure that currently correlates with any social or cultural factor (such as race), examining biases, and creating inclusive environments. (Adopted from: National Equity Project)

Inclusion: Putting diversity into action by creating an environment of involvement, respect, and connection – where the richness of ideas, backgrounds, and perspectives are harnessed to create value. (Source: Diversity Journal)

Student Interview Guide

7.	Does the school offer any programs aimed at helping kids develop social skills? ❑ Violence/anger management programs ❑ Community circles ❑ Mentoring programs ❑ Boys'/girls' groups ❑ Clubs and extracurricular activities ❑ Sports ❑ Student governance/student council	
8.	How does the school celebrate your accomplishments? ❑ Awards ceremonies ❑ Announcements ❑ Rewards/trips ❑ National (Junior) Honor Society	
9.	Is this school a safe place? ❑ How does the school make sure that kids here are safe? ❑ Security personnel or equipment ❑ Training/workshops ❑ Bullying	
10.	How does the school involve your families? ❑ **Communication with families** ❑ Workshops for parents ❑ Opportunities to volunteer ❑ Attendance at ceremonies, community meetings ❑ Parent/Teacher Organizations	