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Charter School Commission
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Washington State Charter School Commission

CHARTER SCHOOL SITE VISIT GUIDE

**A Resource for School Leaders and Staff of the
Commission-Authorized Charter Schools**

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Washington State Charter School Commission

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Note: These standards and procedures may be modified or amended by the Commission. Notice of any subsequent modifications or amendments to this document will be provided to charter schools, the public and posted to the Commission’s website.

ABOUT THIS GUIDE

Purpose

The purpose of the annual monitoring site visits are to serve as a tool to inform continuous improvement and data points in determining a charter school's compliance with its contract and state and federal rules and regulations.

Background

Established in April 2013, the Washington State Charter School Commission (Commission) is the state's only non-district and state-wide charter school authorizer. The Commission is charged with the responsibility to provide oversight to charter schools, and to that end, to develop, implement, and publicly report on standards and methods for monitoring the quality and effectiveness of charter schools, and for withdrawing approval from charter schools that fail to meet the provisions of their *Charter Contract*, and the academic, financial and organizational frameworks. This includes monitoring for compliance with all public school state and federal requirements.

Mission

To authorize high-quality public charter schools and provide effective oversight and transparent accountability to improve educational outcomes for at-risk students.

Values

Student-Centered

Cultural and Community Responsiveness

Excellence and Continuous Learning

Accountability/Responsibility

Transparency

Innovation

Vision

Foster innovation and ensure excellence so that every student has access to and thrives in a high-quality public school.

Monitoring Authority

As Washington's only state-wide charter school authorizer, the Commission has oversight responsibilities of the charter schools it authorizes. The authority for the Commission oversight activities is identified in RCW 28A.710.180:

1. Each authorizer must continually monitor the performance and legal compliance of the charter schools it oversees, including collecting and analyzing data to support ongoing monitoring according to the *Performance Framework* in the *Charter Contract*.
2. An authorizer may conduct or require oversight activities that enable the authorizer to fulfill its responsibilities under this charter, including conducting appropriate inquiries and investigations, so long as those activities are consistent with the intent of this charter, adhere to the terms of the *Charter Contract*, and do not unduly inhibit the autonomy granted to charter schools.
3. In the event that a charter school's performance or legal compliance appears unsatisfactory, the authorizer must promptly notify the School of the perceived problem and provide reasonable opportunity for the School to remedy the problem, unless the problem warrants revocation in which case the revocation procedures under RCW 28A.710.200 apply.
4. An authorizer may take appropriate corrective actions or exercise sanctions short of revocation in response to apparent deficiencies in charter school performance or legal compliance. Such actions or sanctions may include, if warranted, requiring a school to develop and execute a Corrective Action Plan within a specified time frame.

[2013 c 2 § 218 (Initiative Measure No. 1240, approved November 6, 2012).]

Additionally, schools should be aware of RCW 28A.710.200, which states:

- (1) A *Charter Contract* may be revoked at any time or not renewed if the authorizer determines that the charter School did any of the following or otherwise failed to comply with the provisions of this chapter:
 - (a) Committed a material and substantial violation of any of the terms, conditions, standards, or procedures required under this chapter or the *Charter Contract*;
 - (b) Failed to meet or make sufficient progress toward the performance expectations set forth in the *Charter Contract*;
 - (c) Failed to meet generally accepted standards of fiscal management; or
 - (d) Substantially violated any material provision of law from which the charter School is not exempt.

MONITORING PROCESS OVERVIEW

General Process

The Commission has developed a charter school monitoring process that meets the authorizer's responsibilities under RCW 28A.710.100 (1)(e).

(1) Authorizers are responsible for:

- (e) Monitoring, in accordance with *Charter Contract* terms, the performance and legal compliance of charter schools including, without limitation, education and academic performance goals and student achievement; state and federal organizational and financial requirements; and
- (f) Determining whether each *Charter Contract* merits renewal, nonrenewal or revocation.

The Commission's monitoring process aligns with the terms of the *Charter Contract*, the *Performance Framework* and state and federal legal compliance of charter schools.

The Commission Monitoring Review is an annual process, consisting of the following components:

- Formal on-site review (to include classroom visits, parent and student interviews).
- Desk audit/documentation review.

The on-site school and classroom visits are intended to provide the Commission's team with a more complete view of the charter School, seek out best practices to share with other charter schools, and ensure an opportunity for feedback regarding academic and organizational effectiveness, fiscal viability and level of internal management and controls using the *Charter Contract* and *Performance Framework* measures and metrics.

Each fall the Commission will schedule spring site visits and provide a site visit schedule to schools to be monitored during the school year. Consistent with the Commission's *Performance Framework* and *Charter Contract*, the Commission conducts formal monitoring visits at least once a year during each school's charter term. The cumulative evidence collected during these monitoring site visits, and the School's record of success at meeting its student achievement goals, become part of a body of evidence that informs renewal recommendations that are provided to Commissioners. The Commissioners make all final charter renewal decisions.

Given the close ties between school monitoring and the renewal process, the Commission evaluates authorized charter schools through the lens of the Commission *Performance Framework* and the *Charter Contract* during all site visits. These visits provide evidence of compliance and become feedback that is provided to the schools regarding the extent to which schools are meeting the *Performance Frameworks* expectations and the provisions of their *Charter Contract*.

The Commission understands the many burdens on a school's schedule and appreciates the cooperation of school leaders and staff throughout the monitoring process. The Commission has designed this guidance document to provide practical information about school monitoring visits so schools know what to expect and how to prepare. Familiarity with the following procedures and protocols will help to ensure that each visit runs smoothly. At the end of this document is a checklist (Appendix A) to assist schools in preparing for and participating in the school monitoring visit.

Types of Data Gathering

During the lifespan of a charter school authorized by the Commission, the School will be formally monitored through a formal site visit each spring.

Additionally, the Commission will conduct desk audits. The desk audits will be a review of required Annual Compliance reporting benchmarks. These benchmarks are found on the *Annual Compliance Calendar* in Appendix B and in Charter Tools. Charter schools will also receive state and federal program monitoring visits and audits from the Office of Superintendent of Public Instruction (OSPI) and the State Auditor's Office (SAO). The Commission makes every effort to coordinate with OSPI and the SAO for these site visits.

Annual School Monitoring Visits

The Commission will formally visit all schools at least once a year; however, the Commission retains the right to conduct site visits as frequently as it deems necessary to monitor a school's progress toward meeting expectations as stated in the *Charter Contract* and *Performance Framework*. Annual school monitoring visits generally last between one- to two-and-a-half-days, depending on the unique circumstances of the School and/or concerns of the Commission. Monitoring teams visit classrooms, review documents and interview school leaders, the School Board, teachers and other personnel. The *Performance Framework*, *Charter Contract*, and Board Assurances are used as guides for gathering evidence. The monitoring visits focus on the depth, quality and efficiency of systems in order to evaluate whether or not the academic program is likely to result, or has resulted, in student success. The School reports issued following school monitoring visits highlight program strengths and emerging/promising/best practices, and focus on the areas in which the School is out of compliance. School reports will be available on the Commission's website.

The monitoring visits will focus on all required public school state and federal requirements, as well as the School's progress and compliance related to:

- The academic success of the School;
- The organizational viability and effectiveness of the School;
- The fiscal viability of the School;
- Federal, State and Local Health, Safety, and Civil Rights Laws and Regulations;
- The *Charter Contract* and signed assurances;
- Compliance with items included in the charter application narratives.

Commission staff or its designee(s) will conduct the monitoring visits. Schools will receive notification, logistical information, and preparation materials at least one month in advance of the monitoring visit.

All monitoring visits will include both a document review and on-site visit of the Educational Program Terms being provided (as noted in the *Charter Contract*), compliance with state and federal safety and civil rights rules and regulations, the Commission *Annual Compliance Calendar* (See Appendix B), *Charter Contract*, as well as board, school leader, teacher, parent and student interviews. Specific site visit benchmarks may be found in [Charter Tools](#).

As part of the Commission document review and on-site visit, schools that are being monitored must provide the Commission with any and all documentation that is required under the *Charter Contract*. Additionally, charter schools will be reviewed on all aspects indicated on the Commission *Annual Compliance Calendar*.

Some charter schools require more frequent formal monitoring. A charter school's outcome, as measured by the *Performance Framework*, is the primary source of data used to determine whether a charter school would require more frequent monitoring. In addition to the *Performance Framework*, the following data points will also be considered by the Commission to determine the extent that more frequent formal monitoring is required:

- Time school has been in operation (new schools receive several informal site visits and at least one formal monitoring visit per year);
- Feedback from parents, students, staff and community (e.g. complaints, surveys, phone calls, letters, or email correspondence, end-of-year reports, etc.);
- Compliance to the *Charter Contract*;
- Number of students served by the School;
- Complaints filed with OSPI and/or other state/federal agencies;
- If the Commission has been asked to mediate a dispute between a specific school, parents, staff or community.

PREPARING FOR THE VISIT

Scheduling Visit Dates

Annual School Monitoring Visits are conducted between March and May. Prior to a visit, the Commission will contact the School's identified leader regarding the planned visit dates. Factors considered in selecting these dates include holidays, testing and professional development schedules of the schools, and Commission staff, as well as the availability of external monitors. While the Commission attempts to accommodate a school's schedule, planned visit days are generally not changed unless a serious conflict exists, namely if a large number of students will not be in attendance or participating in typical instruction. Once a school leader knows the day(s) of the site visit, he/she should share that information with staff and board members and begin preparing for the visit.

Recognizing that the time of year may have an impact on the quality of instruction and efficiency of operations, the Commission takes timing into consideration when drawing conclusions from evidence collected during a visit. The Commission asks that schools refrain from varying the School's regular daily routine in anticipation of the visit.

Point of Contact

The Commission's Deputy Director is the initial point of contact for issues related to school monitoring visits. As the visit date approaches, the Commission will assign a Monitoring Team Leader to your school and will work with the School to develop a schedule for the day(s) of the visit. The schedule will include classroom visits, interviews and time for document review. In the weeks leading up to the visit, the School's primary contact will be the assigned Monitoring Team Leader, though schools should always feel free to contact the Commission's Deputy Director with questions or concerns that the Team Leader is unable to address.

Team Composition

The Commission's Deputy Director is responsible for creating monitoring teams. In addition to Commission staff, monitoring teams could include external consultants. The Commission team considers multiple factors such as school performance, past visit reports, school size and location in order to build monitoring teams with expertise that corresponds to the unique profile of each school.

The Visit Schedule

The Commission monitoring team generally conducts an annual school monitoring visit over the course of one- to two-and-a-half days, depending on the size and structure of the School. Using the teacher schedules and the School's organization chart provided by the School Leader, the Monitoring Team

Leader drafts a broad schedule shortly before the visit. This schedule identifies the times when team members will conduct classroom visits and interview teachers (usually during their preparation periods). In some instances the team may visit particular classes and teachers not originally specified. The schedule also includes interviews of school board members, students, school leadership, specialists, staff developers, coordinators, operations personnel and other out-of-classroom staff.

The schedule includes meeting times for monitoring team members to share notes, discuss patterns or trends, identify areas for further inquiry and develop conclusions. The schedule also includes time for monitoring team members to meet with school leadership at the end of the visit to share *preliminary* conclusions.

Most days typically begin at 8 a.m. and conclude at 5 p.m. If this time frame falls outside of the School's normal operating hours, please inform the custodial and security staff of the monitoring team's expected presence and inform the team of special procedures for entering or exiting the building before or after regular school hours.



Sample 1.5 day monitoring site visit schedule

Day 1

Time	Team Leader	Team Member 2	External Consultant
Day One (Half Day)			
12:30-1:00	Team Arrives and Orients to School		
1:00-2:00	Interview School Leader		
2:00-3:00	Classroom Visit	Interview Assessment Coordinator	Document Review
3:00-3:45	Document Review	Interview Civil Rights Coordinator	Interview Special Education Coordinator
3:45-4:30	Document Review	Interview Other School Coordinators (as applicable)	Document Review
4:30-5:00	Monitoring Team Meeting		



Day 2

Time	Team Leader	Team Member 2	External Consultant
Day Two (Full Day)			
8:00-8:15	Team Arrival		
8:15-9:00	Interview ELL Coordinator	Interview 504 Coordinator	Classroom Visits
9:00-9:45	Classroom Visits	Classroom Visits	Teacher Interview
10:00-10:45	Classroom Visits	Classroom Visits	Interview ELA and Math Coaches (if applicable)
10:45-11:30	Sit-in on Team Meeting	Classroom Visits	Teacher Interview
11:30-12:00	Student Interviews	Student Interviews	Student Interviews
12:00-1:00	Working Lunch and Team Meeting		
1:00-2:00	Follow-up with School Leader	Teacher Interview	Final Document Reviews
2:00-4:00	Team Discussion and Drafting		
4:00-5:00	Debrief with School Leadership Team		



Submission of Pre-Visit Documents

The Commission uses pre-visit documents in order to gain familiarity with the organizational structure and programs of each school prior to the monitoring visit. This practice allows the monitoring team to maximize time spent in classrooms and interviewing board members and school staff during the visit.

Schools scheduled for monitoring are required to submit all of the documents noted below, at least three (3) weeks prior to the start of the visit. The Commission understands that program schedules and staffing assignments may be fluid very early in a semester and works with schools to get accurate and timely information.

Please be sure that pre-visit documents provide consistent, up-to-date information, such as teacher room numbers and class names, so the Commission can develop an accurate visit schedule. Again, we recognize that this process takes valuable time, but complete and timely receipt of these documents helps to ensure that the visit runs efficiently. To the extent possible, please feel free to submit existing documents. Please note that while the Commission monitoring team reviews all submitted information, team members might not decide to ask questions about specific documents during the visit.

Required Pre-Visit Documents

- **Staff Directory:** Provide a complete staff directory that includes each person's room/office number; for teachers, grades and subjects taught should be included as well. The directory should also list non-instructional staff, including persons in the School who may not be employees, such as special education contractors or cafeteria and security personnel utilized by the School.
- **Teacher Roster and Certification:** Fill out the Commission-required Staff Qualifications form, detailing each current teacher's certification, teaching area and grade. The template is available on the Commission Charter Tools Online Monitoring System at [Charter Tools](#). Please feel free to submit existing documents.

The Commission recognizes that teacher rosters are subject to change at the beginning of the school year and asks that school leaders highlight these changes during pre-visit discussions with the Monitoring Team Leader.

- **Organizational Chart:** Provide a chart that includes *all* types (certificated, classified, etc.) of staff members and illustrates the School's reporting structure. It need not include individual staff members by name, but should reflect all positions in the School and relationships with any management company or charter management organization.

- **Teacher Schedules:** Provide schedules that clearly indicate where each teacher will be and what subject and grade he or she will teach throughout the day(s) of the visit. Please also indicate non-instructional time, e.g., prep or planning periods, team meetings, lunch, etc. Again, in order to facilitate scheduling, please be sure to clarify class names and locations. If a teacher’s schedule contains class names for internal purposes such as “Harvard” or “801B,” please provide an explanatory key. The Commission uses this information to schedule teacher interviews with every effort to avoid conflicts with classroom instruction, though situations may arise when the visit team may ask that coverage be provided for a teacher in order to accommodate an interview. The Commission recognizes that teacher schedules are subject to change at the beginning of the school year and asks that school leaders highlight these changes during pre-visit discussions with the visit team leader.

- **Assessment List and Calendar:** Provide a list of all screening, diagnostic, formative, summative and state-required assessments by grade level administered during the year; also provide the current annual calendar of when they are administered.

- **Professional Development Calendar and Rationale:** Provide a calendar of all professional development opportunities provided to staff.

- **Visit Data Collection Form.** Complete and submit the Commission Visit Data Collection Form requesting student enrollment and teacher faculty retention data. The template for this document is also available on the Commission Charter Tools Online Monitoring System at [Charter Tools](#).

Logistics

The monitoring team seeks the following accommodations:

- **Coordination:** The School Leader should designate someone to serve as a liaison for the monitoring team. That person should be available throughout the visit to troubleshoot issues with the schedule, help team members locate documents or other evidence and ensure that the monitoring team has the chance to gather as much information as possible about the School’s program and accomplishments.

- **Meeting Space:** The monitoring team will require a private meeting space (e.g., a small conference room, vacant classroom, or lounge) for the duration of the visit.

The Commission understands that space is often limited in charter schools and recognizes that taking over a space for an entire day may cause disruption to some staff. That said, a private

meeting space is essential to the successful conduct of the monitoring visit. This space will be used for team discussions, document review and interviews with members of the School community, if necessary. Place and clearly label requested documents for review in this room.

Note, too, that many of the monitoring team members utilize laptop computers during the visit. Please ensure that adequate power outlets are available in the team's meeting room, which may require providing a power strip and/or extension cords. Also provide the School's guest Wi-Fi access code and password.

- **Meals:** The Commission asks schools to provide the team with the names of, or preferably lunch menus from, nearby restaurants that deliver. The team, which may ask school staff to accept delivery of meals, will cover all costs. Please note that team members as state employees are required to pay for their own lunch and that the School **should not** provide food or beverages for the team members during the School monitoring visit.

DURING THE VISIT

Monitoring team members will visit classrooms, interview teachers, students, administrative staff and school board members and review documents during the visit. Team members then analyze the evidence collected from these to generate conclusions about the links between student achievement data, the educational program and organizational capacity.

Document Review

Monitoring team members also examine a broad range of documents during the visit (the full list is below). The Family Educational Rights and Privacy Act (FERPA) permits the Commission (as the School's authorizer), its staff, and external reviewers to inspect student records including student performance data, Individualized Education Programs (IEPs) and discipline records during a monitoring visit. All external members of the visit team have signed, and are bound by, confidentiality agreements.

Please make all requested documents available for review in the team's private meeting space upon its arrival. Please also provide these materials in an organized and clearly identified manner, e.g., in labeled binders or folders. The School should also arrange electronic access to documents too large or unwieldy to print (e.g., curriculum documents or school policies). In addition, throughout the visit, the monitoring team may request additional documents to pursue a particular line of inquiry.

In order to minimize the work in preparing these documents for the visit, and to enable the Commission to understand the School's actual operation, please provide, whenever possible, existing documents. If school leaders have any questions about the requested documents, they should contact the Team Leader well before the visit date.

- **Map of School:** Provide a basic floor plan that team members can use to locate classrooms and offices. This does not need to be a formal blueprint.
 - **Educational Program Terms:** Provide evidence or related documentation to demonstrate fidelity to the Educational Program Terms outlined in the School's *Charter Contract*.
 - **Assessment Documents:** Provide examples of the School's key assessments, such as interim assessments or unit tests. In addition, documents, tools and results should be provided that demonstrate the School's systems for collecting and analyzing data and indicate how the School Leader and staff use assessment results. These documents might include **sample** data binders, rubrics, item analysis, action plans or report cards.
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- **Evaluations:** Provide all protocols for evaluations of teachers, administrators, school leaders, the Board and management company or partner organization, if applicable.

Classroom Visits

In order to maximize information gathering and ensure an in-depth understanding of the School's educational program, members of the monitoring team often begin visiting classrooms at the start of the visit. While they are unlikely to visit all classes, monitoring team members do attempt to visit a representative sample of classrooms, particularly those in the core areas of instruction. Note that while monitoring team members visit classrooms as indicated on the visit schedule, they may also visit additional classrooms, especially in the same grade or subject as time allows or to pursue a particular line of inquiry.

During their time in the classroom, monitoring team members may observe instruction and inspect curriculum resources and the work of students on display as well as in folders, journals and written assignments in order to assess the School's fidelity to its Educational Program Terms. Team members do not interrupt instruction, but may briefly talk to students or teachers at opportune moments.

Teachers should have lesson plans, grade books and related documents, as well as artifacts of student work, available for review. Please inform teachers and students that visitors may be entering and leaving their classes throughout the day, please reassure them that they are not obligated to greet or respond to visitors in any way. Teachers should refrain from deviating from their typical routine or pedagogical style. Changes to routines and teaching methods often have undesirable consequences, as students are neither accustomed to, nor prepared for, the changes. Furthermore, such practice prevents the monitoring team from accurately assessing the effectiveness of typical and daily instructional activity (See Appendix D for FAQ teacher questions).

Interviews

The monitoring team will conduct interviews with a number of school stakeholders. Interviews typically take 30-60 minutes and may not require all of the time set in the visit schedule. In addition, the Commission may choose to cancel an interview noted in the schedule if team members feel they have sufficient evidence to support a given conclusion. In the event that team members would like to add an interview, the Team Leader will work with the School Leader in order to find a mutually suitable time.

- **School Leader Interview:** At the beginning of the visit, the School Leader(s) provides a general orientation to the School, indicating current priorities, immediate challenges, and program changes, as well as the reporting structure and the roles of key personnel.

- **Teacher Interviews:** These interviews primarily involve teachers from visited classes, though the team may schedule interviews with other teachers. As noted above, team members make every attempt to schedule interviews with teachers when they are not instructing students; however, the Commission may request coverage for a class so that a particular teacher can participate in an interview.

Please provide accurate teacher schedules for the day(s) of the visit in order to avoid, to the extent possible, any conflicts with classroom instruction. Please let all personnel know about scheduled interview times according to the visit schedule. It is preferable to conduct interviews in the teachers' own classrooms so that they can readily refer to their curriculum and other materials; however, when that is not possible, please identify another private space such as an unused classroom or office. In such cases, teachers may wish to bring documents with them such as curriculum guides, grade books, assessment calendars, etc. The School's *Educational Program Terms*, as stated in their *Charter Contract*, provide a framework for the types of questions teachers should expect to answer during the interviews. Please ensure that teachers understand that the purpose of the School visit is **to evaluate the overall School program**, not individual teachers. The Commission does not use staff names and minimizes the identification of titles and positions in its monitoring reports. In addition, team members do not provide feedback to individual teachers regarding their visited performance in the classroom.

- **Administrator Interviews:** The Commission interviews board members and other school leaders, besides the principal or head of school, generally at the beginning of the visit. Site visit team members may follow up with board members and school leaders later in the visit as additional questions emerge and clarification of issues is needed. In addition, the Commission may schedule other key staff members such as the School's Special Education Coordinator, Civil Rights Coordinator, Assessment Coordinator, other school coordinators or curriculum specialists, for interviews.
- **School Board Interview:** The Board member interview requires approximately one hour. As oversight is one of the major responsibilities of the Board, the Commission requires that 1-3 board members attend the interview (not enough members to constitute a quorum). The Board interview primarily focuses on governance and the Board's plans for the future; it also includes discussion of school performance, legal compliance and fiscal soundness. While school leaders may be ex-officio, non-voting members of their School's Board, the Commission may ask them not to participate in part or the entire Board interview.

Debrief with School Leaders

As time allows, the monitoring team will provide some preliminary feedback to the Board and School leaders at the end of the visit. Preliminary findings and information about exemplary practices or problems observed will be shared verbally. Note that these conclusions are preliminary as the

Commission conducts additional analysis of available evidence after the visit. Participation by other school staff at this briefing is left to the discretion of the School Leader; typically, senior school leaders attend and sometimes Board members as well.

The Board will have an opportunity to comment on the monitoring process and make recommendations for improvements, both during the discussion and via a follow-up form.

AFTER THE VISIT: MONITORING REPORTS

Report Summary

As a product of school monitoring visits, the Commission generates a report that summarizes the monitoring team’s visits and conclusions regarding the School’s performance with regard to the *Performance Framework* and *Charter Contract*. This report represents an important mechanism for keeping the School Board, staff, parents and community members informed about a school’s performance. In keeping with the philosophy of autonomy in exchange for accountability, the Commission does not make recommendations or prescribe which, if any, changes a school should make in response to the Monitoring Report.

Monitoring Report

The School Monitoring Report is based on the findings from the desk audit/document review and the site visit. Using the Commission *Performance Framework* and *Charter Contract* as guides, the report focuses substantively on the School’s progress in providing students with the academic and organizational program promised in its application and *Charter Contract*. The purpose of the annual Commission monitoring site visit is to serve as a mechanism to determine compliance to the *Charter Contract* and state and federal rules and regulations and to inform continuous improvement, not to evaluate individual teachers or other staff members. Thus, as noted above, the Commission does not use names in its reports. However, reports may refer to specific positions when warranted, such as discussion of instructional leadership or coordination of the special education program.

A formal written report will be sent to the School Board within 30 calendar days after the visit. The report will include information on the degree to which compliance with state and federal requirements was demonstrated, program strengths and/or concerns, and, if necessary, a Letter of Concern and/or required Corrective Action(s).

Exemplary Practices

The Commission’s vision is to “foster innovation and ensure excellence so that every student has access to and thrives in a high-quality public school”. In support of this vision, the Commission makes every effort to uncover promising or best practices that are occurring in its authorized schools. Once a practice is identified, the Commission will communicate to the larger educational sector in an effort to draw attention to this practice. The monitoring report may include descriptions of exemplary organizational management or instructional practices or information about high-quality programs and services that might be useful for other public schools looking for improvement strategies or demonstrated positive student outcomes.

Corrective Action

If the charter school being monitored is unable to produce any of the required documents or information listed under each of the compliance indicators, the progress report will include a Letter of Concern. The letter will specifically describe missing or incomplete documents or information and request that the items or evidence be sent to the Commission within 10 working days of receipt of the written letter. A charter school unable to produce required documents or document compliance with all requirements could be subject to further Commission action including, but not limited to, Corrective Action.

APPENDIX A: SITE VISIT CHECKLIST FOR LEADERS OF AUTHORIZED CHARTER SCHOOLS

The following checklist is intended to assist school leaders in adequately preparing for school monitoring visits.

Six weeks prior to the School monitoring visit

- Board determines School site visit main contact (coordinator). School leader shares information with the School's Board, staff, students and parents regarding the School monitoring visit.
- Lead the School in preparing the requested materials for the visit as detailed on pages 13-14 of the *Commission Charter School Monitoring Guide for School Leaders*.

Gather the following documents

- Staff Directory*
- Staff Qualifications*
- Organizational Chart
- Teacher Schedules (including subjects, times, locations, and explanatory key)
- Assessment List and Calendar
- Professional Development Calendar
- Teacher Evaluation Protocols
- Annual Visit Data Collection Form*

The Commission templates for the asterisked items (*) noted above can also be completed and uploaded from the Commission online system at: <http://apps.charter-tools.com/>

Four weeks prior to the School monitoring visit (Commission designated date)

- Complete and/or upload all of the above documents noted in the Annual Compliance Calendar to: <http://apps.charter-tools.com/>
 - Once documents are submitted, work with the site visit Team Leader to clarify any uncertainties Commission staff may have regarding previously submitted Pre-Visit Documents.
 - School selects (random sample) and notifies parents of date, time and location for 10-15 minute interview with Commission's monitoring team.
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Two weeks prior to the School monitoring visit

- Work with the Team Leader to plan for the School monitoring visit, including the development of a final schedule for the visit. This may take several iterations to complete.
- Arrange logistical components of the visit, including reserving a private and secure room with the appropriate amount of outlets for the monitoring team to meet, conduct interviews and review documents.

One week before the School monitoring visit

- Speak with the Monitoring Team Leader by telephone to review and finalize the visit schedule and discuss school materials and documents.
- Confirm logistical components of the visit, including a private and secure room with the appropriate amount of outlets for the monitoring team to meet, conduct interviews and review documents.

The day before the School monitoring visit

Ensure that the requested material is available, organized and clearly labeled in the team's private meeting space. Additional detail on each of the items below is noted above.

- Map of School
- Copy of Educational Program Terms from *Charter Contract*
- Assessment Documents
- Finalize the schedule
- Confirm the team's private meeting space
- Remind teachers to make lesson plans, grade books and related documents, as well as artifacts of student work, available for review during the visit.
- Inform custodians, security and other relevant personnel about the scheduled arrival/departure times of the visit team and materials.

APPENDIX B: ANNUAL COMPLIANCE CALENDAR

Annual Compliance Calendar Reporting Summary

October		November		January	
1 st	Fall Wait List	30 th	First Quarter Board Meeting Agendas	1 st	Annual School Board Meeting Schedule Posted
1 st	Annual Performance Report ⁺	30 th	First Quarter Board Meeting Minutes	14 th	First Quarter Financial Report
15 th	Fourth Quarter Financial Report ⁺	30 th	First Quarter Immediate Notification		
		30 th	Independent Audit Report ⁺		
February		April		May	
28 th	Second Quarter Board Meeting Agendas	14 th	Second Quarter Financial Report	15 st	Lock Down and Fire Drills Conducted
28 th	Second Quarter Board Meeting Minutes	15 th	Spring Wait List	31 st	Third Quarter Board Meeting Agendas
28 th	Second Quarter Immediate Notification	15 th	Summer School NOI	31 st	Third Quarter Board Meeting Minutes
				31 st	Third Quarter Immediate Notification
June		July		August	
1 st	Annual Amendments and Changes	1 st	Mission-Specific Goals/ Performance Targets	1 st	Update Insurance Certification
30 th	Student Transfers and Exits	1 st	Adjusting and Exceeding Maximum Enrollment	1 st	Biannual Background Checks
30 th	Annual School Calendar	10 th	Annual Budget	1 st	Update Staff Qualifications
		15 th	Third Quarter Financial Report	1 st	Update Emergency Contact Information
		15 th	ESP Contract Approval	1 st	Update School Coordinators
				1 th	Update Training on Child Abuse and Neglect Reporting
				31 st	Fourth Quarter Board Meeting Agendas
				31 st	Fourth Quarter Board Meeting Minutes
				31 st	Fourth Quarter Immediate Notification

⁺Waived for schools in first year of operation.

Summary of Notification or Information Required Upon Certain Events

The following events/items require the School to notify the Washington State Charter School Commission (Commission) within specific time frames identified in the *Charter Contract*. These time frames fluctuate from immediate notification to five (5) days depending on the event/item. To support schools in remembering to notify the Commission, quarterly or annual reporting for each event has been incorporated into the annual compliance calendar; however, it is the School's responsibility to take the appropriate action per each event/item in a timely manner to remain in compliance with the *Charter Contract*. The School should take the action described in each applicable item below.

***Amendments to the By-Laws**

If the School wishes to make modifications or changes to the School's Bylaws, the proposed changes must be submitted to the Commission within five (5) business days of the School Board's approval.

Amendments to *Charter Contract

If the School wishes to petition the Commission to modify or change the School's *Charter Contract*, the proposed changes must be submitted to the Commission within five (5) business days of the School Board's action.

***Amendments to Conflict of Interest Policy**

As applicable, any amendments to the adopted Conflict of Interest Policy (in *Charter Contract*) must be adopted by the Board and approved in writing by the Commission.

***Amendments to the Educational Program Terms**

As applicable, the School has obtained Commission approval for any material revisions and/or amendments to the educational program terms. Amendments to the educational program terms must be submitted two (2) weeks prior to the Commission meeting for the month that the School is seeking approval.

***Background Checks**

If the School hires an employee during a year of operation, the School must provide the Commission proof of background check clearance within five (5) business days of hire.

***Board Member Removals, Resignations and Additions**

As applicable (i.e. board member resignation/new board member), an updated Board Roster, Board Member Disclosure forms and resumes for new board members must be submitted to the Commission within five (5) business days of Board approval.

*Items are reported through the Annual Amendments and Changes Reporting benchmark.

***Board Meeting Schedule**

Notify the Commission within five (5) business days of any change in the Board Meeting Schedule or location. This is inclusive of special and emergency meetings.

***Emergency Contact Information Updated**

Within 24 hours of a change, current Board, School Leader, and Management Team emergency contact information has been updated and is on file with the Commission.

Immediate Notification

Via email, immediately notify the Commission’s Executive Director of any of the following and ensure the appropriate reporting forms are on file with the Commission.

1. Known conditions that may cause the School to vary from the terms of its Contract, applicable Commission requirements, federal, and/or state law.
2. Non-compliance with the School’s legal obligations or Contract provisions.
3. Any circumstance requiring the closure of the School, including, but not limited to, a natural disaster, such as an earthquake, storm, flood or other weather-related event, other extraordinary emergency or destruction of or damage to the School facility; the arrest of any members of the Board or School employees for a crime punishable as a felony or any crime related to the misappropriation of funds or theft, if the Board, School, or any agent, employee, or representative thereof has reason to believe that an arrest occurred; misappropriation of school funds; a known default on any obligation, which shall include debts for which payments are past due by sixty (60) days or more; any change in its corporate status with the Washington Secretary of State Office or status as a 501(c)(3) corporation.

Pending or Threatened Legal Claims or Charges

Within 24 hours of identification of any pending or threatened claims or charges, the School will notify the Commission’s Executive Director with all notices of claims.

Notice of Misconduct

If the School determines that any employee has a prior conviction of a felony, or any crime related to theft or misappropriation of funds, and any employee who is convicted of a felony during the term of an employee’s employment, the School must provide notice to the Commission’s Executive Director within five (5) days.

*Items are reported through the Annual Amendments and Changes Reporting benchmark.

Notice of Offense

Within 24 hours of finding any employee who has been convicted of an offense enumerated or referenced in chapter 28A.410 RCW, the School must notify the Commission's Executive Director via email.

Staff Qualifications/Unprofessional Conduct

If the Board or School administrator(s) has reason to believe that an employee with a certificate or permit authorized under chapter 28A.410 RCW or chapter 28A.405 RCW has engaged in unprofessional conduct (Chapter 181-87 WAC) or lacks good moral character (Chapter 181-86 WAC), a complaint must be submitted to the Education Service District within which the School operates stating the basis for the belief and requesting submission of the complaint to OSPI. A copy of the School's complaint must simultaneously be sent to the Commission's Executive Director and OSPI's Office of Professional Practices.

Decrease in Enrollment

The School shall immediately report to the Commission a decrease in enrollment of 20% or more.

Timely Notification

Within 24 hours, notify the Commission's Executive Director (and other appropriate authorities) in the following situations.

1. The discipline of employees at the School that: results in suspension or termination; arises from misconduct or behavior that may have endangered the educational welfare or personal safety of students, teachers, or other colleagues within the educational setting; or is based on serious or repeated violations of law.
2. Any complaints filed, or action taken, against the School by any governmental agency.

Securing an Alternative Facility

As applicable, if use by the School of a facility is rendered impracticable by any cause whatsoever, or if the funds necessary to construct, renovate or upgrade a facility cannot be secured, the School shall be responsible for securing an alternative facility. The School must obtain written approval from the Commission to move into the alternative facility, subject to such terms and conditions as may be specified by the Commission.

Training on Child Abuse and Neglect Reporting

If the School hires an employee during the year of operation, the School must provide the Commission evidence that the employee has completed training on child abuse and neglect reporting within five (5) business days of the hire.

Updated School Calendar

As applicable, any changes that cause the school calendar to differ materially from the calendar proposed and approved in the School's charter application are subject to Commission approval.



Document Due	Submit To	Authority	Comments
<p><u>Adjusting and Exceeding Maximum Enrollment</u></p>	<p>Commission</p>	<p>Contract § 6.3 <i>Annual Enrollment Review</i></p>	<p>As necessary and applicable, the maximum enrollment of the School will be adjusted annually by the Board in consultation with the Commission and with consideration of the School’s ability to facilitate the academic success of its students, achieve the objectives specified in the Contract and ensure that its student enrollment does not exceed the capacity of the facility. If the School plans to exceed its stated maximum enrollment, the School must submit evidence that their current facility has the capacity to serve the student enrollment and that the School has the organizational capacity to serve the students.</p>
<p><u>Annual Amendments and Changes Reporting</u></p>	<p>Commission</p>	<p>Contract § 4.6 <i>Change in Status or Governance Documents</i> Contract § 4.8 <i>Conflicts of Interest</i> Contract § 4.9 <i>Open Meetings</i> Contract § 8.2 <i>Material Revisions to the Educational Program Terms and Design Elements</i> Contract § 11.4 <i>Background Checks</i> Contract § 16.2 <i>Amendments</i></p>	<p>The School has verified that all applicable amendments (asterisked * items on pages 24-25), changes and/or notification and reporting requirements for the year have been reported to the Commission’s Executive Director and are on file with the Commission.</p>



Document Due	Submit To	Authority	Comments
<u>Annual Budget</u>	Commission	Contract § 9.15.2 <i>Annual Budgets</i>	On or before July 10 th of each year, the School will submit to the Commission the School's Board-approved budget for the upcoming fiscal year. (Schools are required to use the Commission's Budget and Quarterly Report template to satisfy this requirement.)
<u>Annual Performance Report</u>	Commission	Contract <i>Attachment 9</i>	The School shall submit an Annual Performance Report to the Commission and parents/guardians of students attending the charter School. (Waived for schools in first year of operation.)
<u>Annual School Board Meeting Schedule Posted</u>	Commission	Contract § 4.9 <i>Open Meetings</i>	The annual charter School Board Meeting Schedule (including date, time and location) are posted to the School's website and on file with the Commission.
<u>Annual School Calendar</u>	Commission	Contract § 5.22 <i>School Calendar</i>	Annually, the School will develop a school calendar for the following year and submit it to the Commission. The school calendar must meet the compulsory school attendance requirements of state law, financial guidelines, and state regulations. Any changes that cause the calendar to differ materially from the calendar proposed and approved in the School's charter application are subject to Commission approval.
<u>Biannual Background Checks</u>	Commission	Contract § 11.4 <i>Background Checks</i>	A current employee roster and proof of background check clearance for employees, board members, or contractors who will have unsupervised access to children is on file with the Commission.



Document Due	Submit To	Authority	Comments
<u>ESP Contract Approval</u>	Commission	Contract § 5.19(a)(b) <i>Third Party Education Service Provider Contract</i>	The School must obtain written approval from the Commission prior to entering into an Education Service Provider (ESP) contract. Once the ESP contract has been finalized, the School must submit the contract to the Commission within 24 hours.
<u>Fall Wait List</u>	Commission	Contract § 6.1 <i>Enrollment Policy</i>	After the start of the school year, the School's updated student wait list must be on file with the Commission. School must also provide evidence of Spring wait list enrollment and/or rationale for not enrolling students.
<u>Independent Audit Report</u>	Commission	Contract § 9.6 <i>Audits</i>	Within five (5) business days of the School receiving its Independent Audit Report/findings, the School must submit audit report to the Commission. (Waived for schools in first year of operation.)
<u>Lock Down and Fire Drills Conducted</u>	Commission	Contract § 5.11 <i>Student Welfare and Safety</i>	School has provided evidence (fire drill schedule with School Leader signature) that lock down and fire drills have been conducted.
<u>Mission-Specific Goals/ Performance Targets</u>	Commission	Contract § 13.1 <i>School Performance Framework</i>	Annually, the School and Commission must set performance targets designed to help the School meet its mission-specific educational and organizational goals, federal, state, and Commission expectations. Once agreed upon, those performance targets shall be incorporated into the Contract through amendment.
<u>Quarterly Board Meeting Agendas</u>	Commission	Contract § 4.9 <i>Open Meetings</i>	Agendas (including date, time and location) for all charter school board meetings (including regularly scheduled, special and emergency board meetings) are posted on School website. Due on Feb. 28 th , May 31 st , August 31 st and Nov. 30 th .



Document Due	Submit To	Authority	Comments
<u>Quarterly Board Meeting Minutes</u>	Commission	Contract § 4.9 <i>Open Meetings</i>	All Board-approved board meeting minutes (including regularly scheduled, special and emergency board meetings) are posted to the School website. Due on Feb. 28 th , May 31 st , August 31 st and Nov. 30 th .
<u>Quarterly Financial Report</u>	Commission	Contract § 9.7 <i>Quarterly Reports</i>	Quarterly financial report has been submitted to the Commission within 45 days after end of each quarter. Due on Jan. 14 th , April 14 th , July 15 th and Oct 15 th . (Schools are required to use the Commission’s Budget and Quarterly Report template to satisfy this requirement. Fourth Quarter Financial Reports are waived for schools in first year of operation.)
<u>Quarterly Immediate Notification</u>	Commission	Contract § 5.21 <i>Notification to Commission</i>	The School has verified that all applicable Immediate Notification requirements have been reported to the Commission’s Executive Director. Due on Feb. 28 th , May 31 st , August 31 th and Nov. 30 th .
<u>Spring Wait List</u>	Commission	Contract § 6.1 <i>Enrollment Policy</i>	After the School conducts its annual school enrollment lottery, the student wait list (if the School is over-enrolled) must be on file with the Commission.
<u>Student Transfers and Exits</u>	Commission	Contract § 6.5 <i>Student Transfers and Exits</i>	The School has collected and reported (annually) to the Commission exit data on all students transferring from or otherwise exiting the School for any reason (other than graduation), voluntary or involuntary. Such exit data shall identify each departing student by name and shall document the date of and reason(s) for each student departure. In the event that the School is unable to document the reasons for a voluntary student withdrawal, the School shall notify the Commission and provide evidence that it made reasonable efforts to obtain the documentation.



Document Due	Submit To	Authority	Comments
<u>Summer School NOI</u>	Commission	Contract § 5.7 <i>Record Keeping & Data and Reports</i>	If applicable, the School has submitted to the Commission a Notice of Intent to provide summer school.
<u>Update Emergency Contact Information</u>	Commission	Contract § 5.7 <i>Record Keeping & 13.2.2 Data and Reports</i>	On an annual basis, the School shall confirm that the Board, School Leader, and Management Team emergency contact information is current and is on file with the Commission.
<u>Update School Coordinators</u>	Commission	Contract § 5.7 <i>Record Keeping & 13.2.2 Data and Reports</i>	The School has provided evidence that the Civil Rights Compliance Coordinator, Section 504 Coordinator, Title IX Officer, Harassment, Intimidation, and Bullying (HIB) Compliance Officer, and State Assessment Coordinator have been named and submitted to OSPI and the Commission.
<u>Update Staff Qualifications</u>	Commission	Contract § 5.13 <i>Staff Qualifications</i>	Instructional staff, employees and all volunteers shall possess all applicable qualifications as required by state or federal law. Instructional staff shall maintain active certification in accordance with chapter 28A.401.RCW, unless instructional staff meets the requirements of RCW 28A.150.203(7).
<u>Update Training on Child Abuse and Neglect Reporting</u>	Commission	Contract § 5.11 <i>Student Welfare and Safety</i>	Annually, the School must provide the Commission current evidence that all employees have completed training on child abuse and neglect reporting. And if the School hires an employee during the year of operation, the School must provide the Commission evidence that the employee has completed training on child abuse and neglect reporting within five (5) business days of the hire.
<u>Updated Insurance Certification</u>	Commission	Contract § 12.1 & 12.2 <i>Insurance Certification</i>	The School shall, by August 1 st of each year, provide the Commission with proof of insurance as required by the <i>Charter Contract</i> .

Note:

1. If a due date falls on a Saturday or a Sunday, the document/report will be due on the next Monday.
2. If a due date falls on a holiday, the document/report will be due the next business day.



APPENDIX C: INTERVIEW PROCESS & SAMPLE QUESTIONS

General Guidance

All members of an interview group population should be made aware of the opportunity to participate in the interviews; individuals (except for students) should be randomly selected.

All interview groups will be facilitated by a member of the site visit team. The team member will introduce him/herself and establish the context for the visit and the interview. He/she will set the norms for the conversation, establish the time frame, and let the group know that questions asked are drawn from a set pool of interview group questions. The team member facilitates the conversation, opening with common questions asked of all groups at all schools. Questioning may then become more specific and tailored to the specific school context. Whenever possible the team member will guide the focus group members to ground their answers with specific evidence and data. Please be prepared to present evidence during the interview.

Team members may record the interview and ask follow-up questions, as appropriate.

The Commission suggests 5-8 participants in each interview group. Please include no more than 10 attendees per interview group.

Interview Group	Guidance	Sample Questions
Board of Directors	<p>The site visit schedule will include an interview with members of the School’s Board of Directors. For the purposes of compliance with the Open Public Meetings Act (42.30 RCW), a contingency of members <i>less than</i> a quorum should plan to attend this interview.</p> <p>This meeting is typically scheduled in the morning in order to work around the schedules of the Board members.</p> <p>The School Leader, even if s/he serves on the Board, may not attend this meeting.</p>	<ul style="list-style-type: none"> ▪ Describe the School’s mission and vision and how they are realized in the operation of the School. ▪ Describe the role and responsibilities of the Board. What areas or decisions are outside the scope of this role? ▪ What are the criteria the Board utilizes to determine whether the School is successful? ▪ What are the School’s educational program terms? ▪ Describe your relationship with the Leadership Team.

Interview Group	Guidance	Sample Questions
<p>School Leadership Team</p>	<p>Administrators who are directly responsible for implementing the educational program and overseeing the operations of the School should attend this interview.</p> <p>The time reserved for “additional fact finding” in the afternoon may be used to interview with this group of administrators to clarify issues or questions.</p>	<ul style="list-style-type: none"> ▪ Describe the School’s mission and vision and how they are realized in the operation of the School. ▪ What are the educational program terms and how is their effectiveness evaluated? ▪ Describe the School’s educational program in terms of instruction and assessment. ▪ What are the School’s academic priorities? ▪ What are the School’s strategies for addressing identified student academic concerns and how does the School support teachers in their implementation of these strategies? How do you track the strategy? ▪ If previous concerns have not been addressed, what do you believe to be the cause? ▪ How is the effectiveness of your performance evaluated? ▪ Describe the process for supervision and evaluation of teachers. What are your expectations for what constitutes excellent instruction? ▪ What are the School’s greatest strengths and challenges? ▪ Describe your relationship with the Board of Directors. ▪ Describe the roles of each member of the administrative team.



Interview Group	Guidance	Sample Questions
Teachers	<p>All general education teachers should be offered the opportunity to participate in this interview.</p> <p>The interview group should contain a representative sample of teachers in terms of their experience, years at the School, subject, and/or grade level.</p> <p>Please do not include teachers who are directly responsible for supervising/evaluating other teachers.</p> <p>Administrators and board members may not be present at this interview.</p>	<ul style="list-style-type: none"> ▪ Describe the School’s mission and vision and how they are realized in the operation of the School. ▪ Describe the School’s educational program terms. How are their effectiveness evaluated? ▪ How is it ensured that teachers stay on track regarding curriculum pacing? ▪ What assessments do you use to track student learning? ▪ What are the School’s academic priorities? How were these priorities determined? ▪ What are the School’s strategies for addressing identified student academic concerns and what support do you receive in implementing these strategies? ▪ If previous concerns have not been addressed, what do you believe to be the cause? ▪ How does the School review your performance? ▪ What are the expectations for what constitutes excellent instruction at this School? ▪ Are you required to follow any specific formats or procedures in your teaching and lesson planning? ▪ Do you submit lesson plans for review? If so, do you receive feedback on them? ▪ What professional development and other forms of support are made available to you? ▪ Describe the working relationships (collaborations) between teachers. ▪ What, if anything, is your role in the School beyond classroom instruction? ▪ What information do you provide to parents and how do you communicate it? ▪ How do you collaborate with Special Education and English Language Learners (ELL) staff?



Interview Group	Guidance	Sample Questions
<p>Special Education and English Language Learners (ELL) Administration</p>	<p>The School's Special Education and ELL program administrators will be interviewed.</p> <p>The time reserved for "additional fact findings" in the afternoon may be used for supplemental interviews with these administrators as needed to clarify issues or questions which arise during the course of the visit.</p>	<p><i>Special Education</i></p> <ul style="list-style-type: none"> ▪ What is your Special Education program model? ▪ What kinds of instructional supports and services are made available to special education students at this School? ▪ What types of accommodations and modifications are being made in the regular education classroom for students with diverse learning needs? ▪ What ancillary academic supports and services are available to all students? ▪ What have been the outcomes for students with disabilities in terms of promotion, graduation, and the Smarter Balanced Assessment Consortium (SBAC)? What is their progress on internal assessments? ▪ What professional development and other forms of support are made available to you? <p><i>ELL</i></p> <ul style="list-style-type: none"> ▪ What is your bilingual program model? ▪ What English language support services do ELL students receive and how and where are those services delivered? ▪ How does your school implement structured English immersion in the regular education classrooms? ▪ What have been the outcomes for ELL students in terms of promotion, graduation, and SBAC assessment program passing rates? What is their progress on internal assessments? ▪ What professional development and other forms of support are made available to you?



Interview Group	Guidance	Sample Questions
Students	<p>Student interview groups should include only students in Grade 4 and above. Depending on the ages of the students and the size of the School, one or three interview groups will be scheduled.</p> <p>Students should represent a variety of ages, grade levels, and time spent at the School.</p>	<ul style="list-style-type: none"> ▪ What is the mission of the School? ▪ How long have you attended school here? ▪ Tell us what it's like to be a student here. ▪ How does this School compare with others you've attended? ▪ What happens if someone misbehaves? ▪ How do you get help if you need it? ▪ How safe is your school? ▪ Do you find your school work challenging? ▪ What would you like to change about this school? ▪ What would you like to keep the same?
Families	<p>This focus group should include parents or guardians whose children represent a variety of grades, years spent at the School, and including, if possible, students with disabilities and/or limited English proficient students.</p> <p>Interpreters will be provided upon request.</p>	<ul style="list-style-type: none"> ▪ Describe the School's mission and vision and what it means to your family. ▪ Why did you choose to send your child(ren) to this School? ▪ What does the School expect of your child(ren) academically? ▪ Have previous concerns been addressed? If not, what do you believe to be the cause? ▪ Is the School a safe place? ▪ What does the School do to support your child(ren)? ▪ What is your role/involvement in the School? ▪ What information does the School provide to you about your child's learning and how is it communicated? How often is it communicated? ▪ What are the School's biggest successes and challenges? ▪ What would you change about this School?
Student and family support services (If applicable)	<p>This focus group should include representative student support services staff including, but not limited to: family support and outreach, guidance and counseling staff, social worker, school psychologist, nurse, a crisis management team member, and/or community services liaison, if applicable</p>	<p><i>(Under Development)</i></p>



APPENDIX D: FREQUENTLY ASKED QUESTIONS FOR MONITORING VISIT

Who will visit my classroom?

Monitors from the Commission will visit your classroom. Depending on the class size, there will be one to two monitors in the room.

Should I stop teaching when the monitors come to my classroom?

No, you should continue to teach as usual. You should also instruct your students to continue to learn and work as usual. If time allows, the monitors may ask you about how the curriculum is developed, how academic progress information is communicated to the students' School and parents.

How should I prepare for the visit?

Suggestions include, but are not limited to:

- Prepare a folder of relevant documentation to show the monitors what students are learning in your classroom. Teachers should have lesson plans, grade books and related documents, as well as artifacts of student work, available for review. Be prepared to answer questions about the folder's contents.
- Be able to answer questions about the curriculum you use and how it addresses the learning needs of your students, including how it aligns to each student's individualized learning needs and the Educational Program and Program Terms proposed in the School's application.
- Be able to answer questions about how you communicate student progress to students, parent(s)/guardian(s) and your school board.
- Be prepared to discuss discipline procedures, classroom management, and safety policies (such as fire drills) to ensure a safe learning environment.

Will the monitors interrupt the lesson?

For most of the visit, the monitors will sit or stand quietly in the back or edges of the room to observe the lesson. They will not interrupt your teaching. If time allows, the monitors may ask students questions, such as:

- What are you learning about today?
- How has the School helped you improve your studies?
- How has your school helped you improve your reading/math skills?

APPENDIX E: RESOURCES DIRECTORY

Charter School Commission (Commission) Leadership Team

Physical Address

1068 Washington St. SE

Olympia, WA 98501

<http://charterschool.wa.gov/>

Mailing Address

PO Box 40996

Olympia, WA 98504-0996

Main Line..... (360) 725-5511
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Joshua Halsey, Executive Director O: (360) 584-9272
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APPENDIX F: GLOSSARY

AI	Achievement Index
AMAO	Annual Measurable Achievement Objectives
CEDARS	Comprehensive Education Data And Research System
CMO	Charter Management Organization
CPR	Consolidated Program Review
CTE	Career and Technical Education
DAC	District Assessment Coordinator
EDS	Education Data System
ELL	English Language Learners
ELPA	English Language Proficiency Assessment
EMO	Education Management Organization
EOC	End-of-Course
EOP	Emergency Operations Plan
ESD	Educational Service District
FERPA	Family Educational Rights and Privacy Act
GAAP	Generally Accepted Accounting Principles
HIB	Harassment, Intimidation, and Bullying
HIPPA	Health Insurance Portability and Accountability Act
HLS	Home Language Survey
HQT	Highly Qualified Teacher
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
LEA	Local Education Agency
LEP	Limited English Proficiency
MSP	Measurements of Student Progress

NCLB	No Child Left Behind
OPMA	Open Public Meetings Act
OSPI	Office of Superintendent of Public Instruction
PPR	Per Pupil Revenue
RCW	Revised Code of Washington
SAC	State Advisory Committee
SAFS	School Apportionment and Financial Services
SAO	State Auditor's Office
SAS	Student Assessment System
SBAC	Smarter Balanced Assessment Consortium
SBEC	State Board of Education
SIS	Student Information System
SPED	Special Education
TBIP	Transitional Bilingual Instructional Program
WAC	Washington Administrative Code
WAMS	Washington Assessment Management System
WATCH	Washington Access to Criminal History
WCSA	Washington Charter School Association
WELPA	Washington English Language Proficiency Assessment
WINS	Washington Integrated Nutrition System
WSCSC	Washington State Charter School Commission