Charter Renewal Site Visit Questionnaire

Dear School Leader,

The renewal site visit schedule will draw on the current implementation steps of the major improvement strategies identified in the Unified Improvement Plan (UIP) as identified by the school leader during the pre-visit call. If needed, organizational and financial components will be added to the site visit if these areas have been identified for improvement in the DCSD Compliance Process, or through conversations with the DCSD Office of Choice Programming.

The site visit protocol will primarily focus on areas for collaborative school improvement, and the visit will also include an opportunity for the school to highlight components of their program that are unique or are a source of pride for the school. Site visits may include instructional observations, focus groups with staff, students, and interviews with school Board members and any other relevant governing committees. The visit may include additional components as determined during the planning call.

Please review the form below prior to the pre-visit planning call. After the conversation, an initial draft will be provided to the school leader to review in order to ensure that the outcomes for the site visit are clear and mutually agreed upon.

Pre-Visit Questionnaire (Please Complete)

Site Visit Contact Name	Matt Cartier
Site Visit Contact Title	Chief Innovation Officer
Site Visit Contact Email	matt.cartier@kosonschools.org
Site Visit Contact Cell Phone	(303) 895-4385
Visit Date	10/3/23

Section 1 - Pre-visit Planning Call Prep - The area in "Charter Response" should be completed by the Charter Leader prior to the Site Planning Call. The Reviewer will add notes and responses in preparation for the Site Visit.

School Mission

Question from DCSD	Charter Response	Reviewer Response and Notes
Describe your school's mission and vision	Never Stop Innovating "We envision a world of exponential possibilities where every child develops the innate knowledge, skills, creativity and character to thrive, lead and succeed in an ever-changing future." Both of these are in support of our goal to "not only to prepare students to thrive in the constant world of reinvention, but to lead it."	"Never Stop Innovating" was on the walls of the school. But more than that, it was a theme both students and staff mentioned in conversations. Every idea is worthy of discussion and exploration. No idea is dismissed out of hand. In the classroom, a new way to explore a solution to a problem is welcomed and encouraged. With Staff, a new idea for improvement is met with an open mind.
How might the site visit team observe the school's mission/vision?	Students can be observed collaborating in teams, presenting to groups of peers or to the class, and engaged in the development of their innovative ideas,	This was evident in every classroom visit. Team work, peer-to-peer coaching and collaboration were hallmarks of classroom observations. Students worked together, collaborated freely, and there was never a sense of a group who "got it" and a group who was struggling. The focus was how a student thinks, how a student approaches a solution. This was even evident in the youngest aged classrooms.

Academic Components

Question from DCSD	Charter Response	Reviewer Response and Notes
From your current UIP, please identify Major Improvement Strategy #1	Elementary Growth in ALL areas and specific to Students with Disabilities- Adopted Benchmark Reading Curriculum, staff received PD specific to the curriculum	
Observable Action Step(s)/Implementation Benchmark	*Benchmark will not be taught during this Site Visit time. 1. Benchmark PD for teachers 2. Teacher Support coaching in specific reading strategies outlined in Benchmark 3. The use of "I can" statements and proficiency scales with students to set goals and provide feedback. 4. The use of MasteryConnect for students to be able to set Reading goals for each unit.	
How might the site visit team observe this action step/Implementation Benchmark?	Teacher implementation of Benchmark reading to include whole group and small group instruction. "I can" statements linked to State Standards are visible in the classroom. Student work in reference to Benchmark reading curriculum is visible in the classroom. *Note- Benchmark is not being taught during the Site Visit time. ** This is also evident in the increase in our iReady Reading scores.	

Question from DCSD	Charter Response	Reviewer Response and Notes
From your current UIP, please identify Major Improvement Strategy #2	Elementary Achievement Data in math specific to students with disabilities.	The school uses push in and push out practices as appropriate to meet the needs of each individual student.
Observable Action Step(s)/Implementation Benchmark	1. Whole group math instruction 2. Small groups instruction based on student needs and student data 3. The use of "I can" statements and proficiency scales to set goals and monitor growth.	Observations were made of both whole group and small group instruction. Encouragement was a theme–how a student approached a problem, how they were thinking was valued. This encourages the students to explore solutions rather than seek a "right " answer from a peer that they do not understand.
How might the site visit team observe this action step/Implementation Benchmark?	The site team will see whole group and small group math instruction. Students will be working in pairs or in small groups to solve and analyze problems. The teacher will be monitoring student work to determine if acceleration or reteach is necessary. Students will review the goal of the lesson and will self reflect once the lesson is complete.	The pair/small group work was evident in each observation. Reflection became almost a part of the process. Constant review and reflection as students worked through problems was evident.

Question from DCSD	Charter Response	Reviewer Response and Notes
From your current UIP, please identify Major Improvement Strategy #3	Middle school Achievement Data in ELA specific to students with disabilities.	
Observable Action Step(s)/Implementation Benchmark	1. Whole group instruction 2. Small group instruction and intervention 3. "I can" statements linked to state or national standards	See earlier comments

	4. Frequent check-ins with students who receive accommodations.	
How might the site visit team observe this action step/Implementation Benchmark?	The site team will be able to see differentiation in action. Some students will be working on the sketching stage of the Engineering Design Process while others will begin working on the construction phase. Students will be working in groups while the teacher is monitoring the students and checking for understanding. The teacher will also challenge the students by having them review their goals and by pushing them to think creatively.	Differentiation in the technology class was very clear. Students were at a variety of different stages in their work. The teacher monitored, students worked at their pace, and the sense of the class was that all students were on pace, because they were on their own pace, and the teacher ensured that the students were working honestly, using their time efficiently. There was conversation about options–how to assemble, how to design, how to implement.

If there are additional focus areas identified for improvement within the school that will be highlighted during the site visit, in the renewal application, or mentioned during the renewal process, please describe them here.

Optional **Additional Focus Areas**

Additional Focus Areas	Charter Response	Reviewer Response and Notes
How might the site visit team observe these additional focus areas?	Identify any additional areas of focus here: ● Student Services- ELD, LSS rooms, and push-in various classrooms. ● School Safety- Student IDs, Evov, add security guards- in addition to school security guard and SRO ● SEL- ES all classes on Tuesday mornings/Secondary implemented ACCESS SEL lesson 2x per week (W/Th)	

Required Components of the Renewal Site Visit:

Classroom Observations - Instruction

Note: The individual conducting the site visit will spend approximately 20-30 minutes, as needed, collecting information in accordance with the criteria outlined in the table below.

CRITERIA	0	1	2	3	SCORE
Engaging Students in Learning	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are partially intellectually engaged, resulting from activities or materials or uneven quality, inconsistent representation of content or uneven structure of pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contributions to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.	3
Curriculum	The school does not have research-based, Common Core/CAS-aligned curricula in place.	The school has research-based, Common Core/CAS-aligned curricula for all core subjects in place. There are scope and	All criteria for partially meets expectations plus: Common Core/CAS-aligned curricula and resources extend into intervention, special	All criteria for meets expectations plus: The school has tailored their curriculum to meet the needs of the particular student	3

		sequence documents that outline grade and subject learning objectives; teachers are familiar with curriculum documents and use them consistently to guide their planning.	education, acceleration, the arts, and PE.	population.	
Academic Intervention and Acceleration	The school provides limited supports for students who are struggling academically or in need of acceleration. The RTI process is not systematically structured to assist all learners in need of intervention.	Tiered interventions are in place to provide needed additional academic and behavior supports. Although the MTSS/RTI process is in place and used by some teachers, the MTSS/RTI process is unclear to some.	All criteria for partially meets expectations plus: There are sufficient research-based resources and strategies available to provide services to students in need of intervention and/or acceleration.	All criteria for meets expectations plus: The school collects data to inform and regularly evaluate the effectiveness of academic intervention and acceleration programming.	3
English Language Development	Observed content instruction does not demonstrate explicit strategies to effectively meet the needs of Multilingual Learners (MLL). The focus of the lesson is on content, not on	Observed content instruction meets the needs of only a subset of MLL students. Language is referenced but is not taught explicitly and/or teacher provides some opportunities for students to practice	Observed content instruction meets the needs of all MLL students. Instruction explicitly addresses academic language and vocabulary, and teacher provides regular opportunities for students to practice language	All criteria for meets expectations plus: Strategies and supports utilized for MLL students (in ELD or content classes) are monitored on an ongoing basis for effectiveness.	3

	language.	language orally and/or in writing.	orally and/or in writing.		
Special Education Instruction	Observed Special Education instruction and instructional environment provides minimal access to the appropriate grade level standards. Systems for developing IEPs do not result in a clear connection between the strengths and needs identified in the present levels, goals, and the service delivery statement.	Observed Special Education instruction and instructional environment provides access to the appropriate grade level standards or extended evidence outcomes such as through accommodations, specially designed instruction, etc. There is a system in place to collect progress monitoring data, including evidence of student progress and growth.	Observed Special Education instruction and instructional environment provide meaningful access to the appropriate grade level standards or extended evidence outcomes such as through accommodations, specially designed instruction, etc.	All criteria for meets expectations plus: instruction and systems result in quality of programming that exceeds compliance standards.	3
Total Score					15

Scoring Scale: Instruction	Total
Exemplary	**12-15**
Meets Standards	**9-11**
Needs Improvement	**7-8**

Inadequate	0-6

Classroom Observations - School Culture

Note: The individual conducting the site visit will spend approximately 20-30 minutes, as needed, collecting information in accordance with the criteria outlined in the table below.

CRITERIA	0	1	2	3	SCORE
Creating an Environment of Respect	Classroom interactions, both between the teacher and students and among students are negative or inappropriate and characterized by sarcasm, putdowns, or conflict.	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among members of the class.	3
Establishing a Culture for Learning	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.	Students assume much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard.	3

		performing at the minimal level to "get by."			
Managing Behavior	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior.	3
Total Score					9

Scoring Scale: School Culture	Total
Exemplary	8-9
Meets Standards	5-7
Needs Improvement	3-4
Inadequate	0-2

Board Legal Obligations

Prior to Site Visit: The school leader will consolidate all information relevant to the board governance criteria outlined below in a binder for document review.

Board Interview: The individual conducting the site visit will reserve a portion of the board interview to ask any questions that arose during document review necessary to evaluate the school according to the criteria outlined below.

Item	Met (1) / Not Met (0)	Notes
Bylaws in place that outline board role and legal obligation	1	
Articles of incorporation in place that indicate current nonprofit status	1	
Board handbook in place that outlines board member expectations	1	
Financial transparency compliance	1	
Financial reporting compliance	1	
Board complies with open meetings requirements	1	
Board holds meetings (at least quarterly)	1	
Regular revision and approval of key policies (employment, enrollment, etc.)	1	
Approval of annual audit	1	
Approval of annual budget	1	
Board meets authorizer deadlines and requirements	1	
The charter school has adopted and implemented conflict of interest policies that prevent real or apparent conflicts of interest.	1	
The charter school administration	1	

provides monthly financial reports to its governing board for review and approval.		
Total Score	**14**	

Scoring Scale: Board Legal Obligations	Total
Exemplary	**13-14**
Meets Standards	**11-12**
Needs Improvement	**9-10**
Inadequate	**0-8**

Board Governance

Prior to Site Visit: The school leader will consolidate all information relevant to the board governance criteria outlined below in a binder for document review.

Board Interview: The individual conducting the site visit will reserve a portion of the board interview to ask any questions that arose during document review necessary to evaluate the school according to the criteria outlined below.

CRITERIA	0	1	2	3	SCORE
Academic Oversight	The Board does not receive sufficient data on the school's academic performance to understand how	The Board regularly monitors some academic metrics, which they use to guide decision making. However, the Board lacks sufficient	The Board has members with expertise in E-12 education, and all Board members are able to understand student achievement	All criteria for meets expectations plus: The Board receives annual PD on student achievement data.	3

	the school is performing.	expertise to fully understand all data.	data. Student achievement metrics, both interim and summative and aggregate as well as disaggregated, are regularly monitored by the Board.		
Financial Oversight	The Board does not regularly monitor the school's financial performance.	The Board sets and regularly monitors progress around key financial metrics that are both short and long-term, including budget versus actuals. There is a comprehensive, Board-adopted financial policies document in place that is followed by both the Board and school leadership. The Board monitors implementation of internal controls.	All criteria for partially meets expectations plus: The Board has members with finance expertise, and all Board members are able to understand budgets, audits, and development. The Board sets and regularly monitors progress towards financial goals. The budget creation process is based on data, including sound revenue and enrollment projections.	All criteria for meets expectations plus: The Board sets and monitors progress towards financial goals that are related to the school's long-term financial health.	3
Operational Oversight	The Board does not monitor operational metrics — such as facilities, transportation,	The Board regularly monitors some of the school's operational metrics, which they use to guide decision making. However, the	The Board has members with expertise in school operations, and all Board members are able to understand	All criteria for meets expectations plus: The Board receives annual PD on relevant operational data.	3

	school culture, and enrollment metrics as appropriate for the school — or does not use data to inform decision making.	Board lacks sufficient expertise to fully understand all data or data conversations are incomplete.	operational data. Appropriate operational metrics are regularly monitored by the Board. The Board sets goals around relevant operations systems.		
Strategic Planning	The Board does not engage in strategic planning and spends the majority of its time on reactive conversations and decisions.	The Board has expertise in strategy and long-term planning but spends close to half its time on reactive conversations and decisions.	The Board regularly engages in strategic planning to influence the school's short- and long-term direction as appropriate for its stage of development.	All criteria for meets expectations plus: The Board has a formal long-term strategic plan that is revisited and revised as needed on an annual basis.	3
Human Capital Oversight	The Board has not discussed future leadership plans within the last twelve months.	The Board has discussed leadership succession in the last twelve months but has not developed any corresponding written plans.	The Board has a leadership succession plan in place to ensure consistency in implementing the mission and vision of the school during transition of leadership. The Board evaluates the school leader at least annually.	All criteria for meets expectations plus: There is a strong plan for developing /maintaining a school leader pipeline, including both internal candidate development and external partnerships for leadership development.	3
Total Scores					15

Scoring Scale: Board Governance	Total
Exemplary	13-15
Meets Standards	11-12
Needs Improvement	9-10
Inadequate	0-8

Overall Scoring for Site Visit	Rating
Instruction	Exemplary
School Culture	Exemplary
Board Legal Obligations	Exemplary
Board Governance	Exemplary

Staff Interview Notes

Notes from Reviewer	Staff commented that administration and the board have a commitment (shared by staff) to make each day the best experience for every child. While a STEM school, there are multiple options for students to shine. Staff lauded the collaboration K-12. It is not unusual for high school teachers to teach a lesson to even kindergarten students.

	Creativity is paired with clear, high expectations. There is autonomy in teaching, but paired with the autonomy are expectations. Staff specifically mentioned that the staff is consistently told to "Never Stop Innovating." Staff mentioned that all ideas are welcome, and the response is typically, "Let's see if it's possible." It is not lip service. Not every idea can be implemented, but every idea is given serious consideration. There is a focus on growing the community, getting more parents involved. New clubs and activities are always welcome. Staff mentioned repeatedly that the school truly feels like a family, with support from peers, and administration. Staff also mentioned a high value on work-life balance.

Student Interview Notes

Notes from Reviewer	Students spoke highly of the Problem-Based Learning philosophy of the school. Students are encouraged to challenge themselves with advanced classes. Students also spoke highly about the value the school places on character education. An elementary student suggested there could be greater emphasis on watching and reacting to bullying at the elementary level. They also mentioned teacher turnover is an issue, something administration also mentioned.