

Wisconsin Charter Schools Program

On-site Monitoring Schedule and Sample Interview Questions

Program authorized by CFDA #84.282A – Title IV Part C of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015

Directions: Complete all fields highlighted in yellow and send Page 2 of this document along with the On-site Monitoring Visit Guide to charterschools@dpi.wi.gov at least five business days prior to your scheduled monitoring visit. Providing this information prior to the on-site visit will ensure the most efficient use of time during the visit.

Please note that the questions provided in this document are simply sample questions. Questions asked during the focus groups will be in addition to the other questions, documentation, and policies to be reviewed, as described in the On-site Monitoring Visit Guide. At least one person who can speak knowledgeably about those questions, pieces of documentation, and policies should be available during the document review periods.

Each focus group should have between two and six individuals, and these individuals should be listed in the Site Visit Roster provided submitted as part of the On-site Monitoring Visit Guide. There should not be overlap between participants in the different groups. The Community Focus group may include representation from a variety of stakeholder groups including students in grade four and above, families, and community partners.

School Name	
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Site Visit Components - Times and Locations
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Please enter the times and locations for the components of the site visit into the table below. The components should be scheduled between 8:00 a.m. and 4:30 p.m. The document review focused on indicators 2, 3, 5, and 6 can be scheduled at the same time as other components, except the orientation and closing meeting. No other components can be scheduled at the same time.

Component	Estimated Time Required	Time Scheduled	Location
Orientation by School Administrator/Lead Teacher	15-30 minutes		
Governance Board Focus Group	1 hour		
Administration and Teacher Focus Group	45 minutes		
Community Focus Group	45 minutes		
Document Review and Follow-up Questions - Indicators 1, 4, 7, and 8	3.5 hours		
Document Review and Follow-up Questions - Indicators 2, 3, 5, and 6	6 hours		
Closing Meeting (can include school administrator/lead teacher, financial manager overseeing Indicators 2, 3, 5, and 6, and governance board representation)	15 minutes		
Home Base for Team	All day	All day	

Sample Questions for Focus Groups

Indicator 1: Lottery, Recruitment, and Retention

- Administration/Teacher
 - What strategies does the school use to recruit, serve, and retain students who are educationally disadvantaged? What strategies do you think have been most effective? How do you know?
 - Which groups of learners have not yet accessed your school, and how are you working to increase access for these groups of learners?
- Governance Board
 - What strategies does the school use to recruit, serve, and retain students who are educational disadvantaged? How is this monitored by your authorizer?
 - Which groups of learners have not yet accessed your school, and how are you working to increase access for these groups of learners?
 - Did the school utilize its lottery process this past year? Describe the process that was used.
- Community
 - How did you first hear about the school?
 - For students and/or families - What was the application and enrollment process to the school like for your family? Did you find any part of the process difficult? Why did you decide to enroll in the school?

Indicator 2: Financial Records

- This indicator will not be directly addressed during the focus groups.

Indicator 3: Fraud

- This indicator will not be directly addressed during the focus groups.

Indicator 4: Monthly Financial Statements to Governing Board and Board Oversight

- Governance Board
 - What is the board's system for reviewing and approving financial statements and the school's budget?
 - Describe your level of fiduciary oversight.

Indicator 5: Financial and Programmatic Audit

- This indicator will not be directly addressed during the focus groups.

Indicator 6: Inventory

- This indicator will not be directly addressed during the focus groups.

Indicator 7: Charter School

- Administration/Teacher
 - How would you describe the school's mission and academic program to an interested family?
 - Describe the hiring process for a teacher.
 - If subgrantee shares facilities - How have you ensured that only students of the subgrantee school benefit from the grant funds?
- Governance Board
 - How was the school created, and why was it created?
 - How would you describe the school's mission and academic program to an interested family? Has the school's mission or programming changed significantly over time? If so, how?
 - Describe the typical hiring process for a teacher and for a school leader.
 - District-authorized schools - How does the district allocate federal funding for which you are eligible? Which federal funds do you receive?
 - Schools that have a relationship with a management organization that is not the charter holder- Describe your relationship with the management organization. How do you ensure you remain independent from that management organization?
- Community
 - What is your favorite thing about the school? What do you think makes the school special?
 - How would you describe the school's mission and academic program to an interested family?
 - Students - What class or time of day is your favorite? What adult at the school do you connect with the most?

Indicator 8: Grant Objectives and Parental and Community Involvement

- Administration/Teacher
 - What are some ways that families can be involved in the school? How do you form strong partnerships with families? What kind of feedback have you received about the level of community involvement?
 - What interventions, supports, and resources does the school provide to meet the academic needs of students who are educationally disadvantaged? Have these been effective? How do you know?
 - In your school, how are you accelerating growth for learners who most need it, based on data, while increasing opportunities and growth for all students?
 - How have you shared best and promising practices with other schools, and how does this align with the plan shared in the grant application?
 - What grant-related accomplishment are you most proud of or excited about?

- Governance Board
 - Describe the progress you have made toward reaching your grant objectives.
 - What grant-related accomplishment are you most proud of or excited about?
 - How have you shared best and promising practices with other schools, and how does this align with the plan shared in the grant application?
 - In your school, how are you accelerating growth for learners who most need it, based on data, while increasing opportunities and growth for all students?
- Community
 - Are there opportunities for you to get involved in the school?
 - In what ways has the school tried to strengthen its partnership with you?
 - Do you believe your input is valued by the school's leadership, teachers, and governance board? Why?
 - How could the school increase the level of community involvement?