

## Appendix C

### Interview/ Focus Group Guides

During the Site Visit, a series of interviews and/or focus groups will be conducted to gather information about the school. Interview data are intended to provide information about the implementation of the school's program and operations. The Site Visit Team Leader, with guidance from school leadership, will work to establish a schedule that is appropriate for the school.

#### Sample Daily Site Visit Schedule

Below is a sample site visit schedule. Schedules will vary from school to school, depending on the size of the school and the number of site visit team members. The team leader will work to construct a daily schedule for the site visit, based on schedule documents and guidance provided by school leadership. The site visit may be divided and take place over the course of two days.

Time	Action Item
7:30 – 8:00 a.m.	Site visit time arrives; morning meeting
8:00 – 8:30 a.m.	Interview with school leadership
8:30 – 9:00 a.m.	Parent focus group
9:00 – 9:30 a.m.	Teacher focus group
9:30 – 10:00 a.m.	Administration focus group
10:00 – 11:00 a.m.	Director of Operations meeting/checklist review
11:00 – 11:30 a.m.	Student focus group
11:30 a.m. – 12:30 p.m.	Lunch on campus
12:30 – 1:00 p.m.	Special Education/ELL staff focus group
1:00 – 1:30 p.m.	Teacher focus group
1:30 – 2:00 p.m.	Teacher focus group
2:00 – 3:00 p.m.	Interview with school leadership
3:00 – 4:00 p.m.	External Stakeholders focus group
4:00 – 5:00 p.m.	Board of Directors focus group
5:00 – 7:00 p.m.	Board of Directors regularly scheduled meeting

#### Focus Groups & Interviews

A number of focus groups and interviews must be scheduled for the day of the site visit. It is the school's responsibility to gather a representative group from each category through an open invitation and to inform each participant of the time and place of the meeting. MCPSC expects that each participant is present for the entirety of the meeting and is given complete freedom to speak regarding their knowledge of and experience at the school, with no limits or repercussions imposed. Interviews are with all members of a specific group. Interviews take place with the Governing Board, School Leadership/Administration. Focus group are samples of the employees, students, parents or community members. All members of the participant groups should be invited to participate. Focus group composition should not include more than 10 individuals. The school visit coordinator will assure that each focus group contains a representative sample of the participants. Individuals may attend only one focus group session. If the number of parents, stakeholders and/or teachers who volunteer to take part in the focus group greatly outnumber the available seats, the school should contact the Commission to request additional members be added to a specific group or additional

focus group times be added to the schedule. Administrators, CMO, and board may not be present at any meeting other than their specific group.

Participants	Description
Governing Board	An interview with all members of the governing board. Remember, a quorum of the board of trustees or any subcommittee of the board falls within the scope of the Missouri Sunshine Law (Chapter 610 of the Missouri State Statutes.) The school leader may not attend this meeting.
School Leadership/Administration	Administrators who are directly and primarily responsible for the academic program and the operation of the school should attend this meeting. The time reserved for wrap-up may be used to meet with these administrators to clarify issues, concerns, or questions. Schools operated by a CMO may be asked to include a representative as either part of the site visit or make them available for a phone call with the team.
Special Education/ELL Administrator(s)	The school's special education and ELL program administrators will be interviewed. The time reserved for wrap-up may be used for supplemental meetings with these administrators as needed to clarify issues, concerns, or questions which arise during the course of the visit.
Special Education/ELL Staff	Special education teachers, interventionists, paraprofessionals, and ESL teachers will be interviewed. The focus group should contain a representative sample of staff in terms of their experience, years at the school, and/or grade level served. Do not include teachers who are directly responsible for supervising/evaluating other teachers.
General Education Teachers	All general education teachers should be offered the opportunity to participate. The focus group should contain a representative sample of teachers in terms of their experience, years at the school, subject, and/or grade level. Do not include teachers who are directly responsible for supervising/evaluating other teachers.
Students	Student focus groups (fourth grade and above) should represent a variety of ages, grade levels, and time spent at the school.
Families	This focus group should include parents or guardians whose children represent a variety of grades, years spent at the school, and, if possible, parents/guardians of students with diverse learning needs.
Student and Family Support Services	This focus group should include student support services staff including but not limited to: family support and outreach staff, guidance and counseling staff, dean of students, social worker,

	school psychologist, nurse, a crisis management team member, discipline coordinator, and/or community services liaison, if applicable. Please do not include supervisors and supervisees in the focus group together.
External Stakeholders (optional)	This focus group should include external partners and community services delivering services during the school day or in concern with out of school time activities connected to the school's mission.

### **What is the purpose of the interview/ focus group guides?**

Interview worksheets are provided to:

1. Enable the interviewer to easily identify questions consistent with the criteria and indicators in the Site Visit Protocol, in order to gather appropriate evidence;
2. Ensure uniformity across interviews conducted; and
3. Provide multiple sources of evidence to support the Site Visit Team's findings.

The interview worksheet provides a template for the Site Visit Team to use during interviews and focus groups. This ensures that questions are being asked in accordance with the Site Visit Protocol and that all team members are asking uniform questions. While on site, the team may develop additional, school-specific interview questions that are based on the team leader's judgment.

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

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

The interview worksheets contain possible interview questions. The column on the left may be used to check the most relevant questions. The right column may be used for interview notes recorded by the site visit team for use during team deliberations and to provide the report writer with a record of interviews to ensure a sound and accurate evidence base.