

**Student-Centered Accountability Program (S-CAP)**  
**SYSTEM SUPPORT REVIEW (SSR)**  
**DEFINITIONS**

**CATEGORY:** *Identifies one of the seven system support areas to be reviewed*

**ELEMENT:** *Identifies the subset of the CATEGORY to be reviewed*

	<b>Not Applicable</b> <i>This is used if the indicator is not assessed</i>	<b>Evidence of Awareness</b> <i>The element is not yet a priority of the district; the indicators are beginning to be envisioned</i>	<b>Evidence of Commitment</b> <i>Stakeholders speak of the importance of the element and can describe the indicators</i>	<b>Evidence of Practice</b> <i>Stakeholders have discussions about the element and many of the indicators are evident in the fabric of the system</i>	<b>Evidence of Impact</b> <i>The element is a priority of the system and most all of the indicators are leveraged to affect comprehensive student success</i>				
<b>OVERALL:</b>	N/A	0	1	2	3	4	5	6	7

**PROTOCOL**

1. As part of process – move Key Insights to Exec Summary first, determine appropriateness (non-judgmental)
2. Using the Summary of Findings created by the reviewer groups, assign a score to each of the categories assessed in the review, from 0-7.
3. For each category, include comments regarding the insights provided, agreed by upon by all writers of the Executive Summary.
4. Submit to host superintendent for review and sign off.
5. Need to have a document completed by the time the review is complete
6. After superintendents write the Summary, the host district super has the opportunity to review it and ask for additional data to be reviewed to either 1) change a score or 2) provide additional comments, or 3) both
7. Superintendent group has 2 weeks to review additional data and review via conference call to change score or comments as necessary
8. AUDIO RECORD the executive summary

**KEY QUESTIONS**

1. How do we resolve red flags prior to rating the executive summary?

**Student-Centered Accountability Program (S-CAP)  
SYSTEM SUPPORT REVIEW (SSR)  
EXECUTIVE SUMMARY – Buffalo 12/4-12/5/2017**

CATEGORY: Curriculum and Instruction						
<p><b>ELEMENT:</b> <b>CURRICULUM</b></p> <ul style="list-style-type: none"> <li>Curriculum is written and aligned so there are no gaps or unnecessary overlaps and represents important and demanding understandings and processes</li> </ul> <p><b>INSTRUCTIONAL PLANNING</b></p> <ul style="list-style-type: none"> <li>Intentional Planning is aligned to curriculum that is important and demanding (WHAT is defined)</li> <li>Intentional Planning for delivery of instruction is focused, engaging and scaffolded</li> <li>Intentional Planning includes reflection post-delivery to evaluate effectiveness</li> <li>Specific learning needs are intentionally planned for through structures and practices in the system</li> </ul> <p><b>INSTRUCTIONAL PRACTICE</b></p> <ul style="list-style-type: none"> <li>Are instructional practices demanding and important?</li> <li>Are instructional practices engaging?</li> <li>Are instructional practices focused?</li> <li>Are instructional practices scaffolded?</li> </ul>						
		Evidence of Awareness	Evidence of Commitment	Evidence of Practice	Evidence of Impact	
<b>OVERALL:</b>	N/A	0	1	2	3	4
<b>Comment:</b>	<ul style="list-style-type: none"> <li>Students’ off-task behavior seemed to limit teachers’ opportunities to deepen and engage learning in the lower elementary.</li> <li>While students were predominately on-task, missed opportunities were evident to expand student critical thinking and deep engagement with content through a variety of strategies related to questioning, formative assessment, and collaborative and problem-based learning.</li> <li>Overall teachers seem to know their content well and provide an appropriate level of challenge.</li> <li>Technology use doesn’t seem to be fully integrated into instruction, and barriers are evident to use. This includes, for example instructional planning with technology, monitoring student engagement, and ensuring rigor as part of technology use.</li> <li>Teachers articulated that they are working on a written curriculum, but the curriculum is not complete and is a work in-progress.</li> </ul> <p>Executive Team Rating: 3</p>					

**CATEGORY: Professional Learning: Continuous Improvement practices to increase educator effectiveness and results for all students**

**ELEMENT:**

- **Learning Communities:** Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment
- **Leadership:** Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning
- **Resources:** Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning
- **Data:** Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess and evaluate professional learning
- **Learning Designs:** Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes

		Evidence of Awareness		Evidence of Commitment		Evidence of Practice		Evidence of Impact	
<b>OVERALL:</b>	N/A	0	1	2	3	4	5	6	7
<b>Comments:</b>	<ol style="list-style-type: none"> <li>1. The need for collaborative time especially for the secondary staff to improve instruction strategies, to problem solve specific student issues, to potentially work on cross curricular projects</li> <li>2. Potential vertical alignment work (training/support) needed in order to articulate common language, practice, and focus</li> <li>3. In regard to Visible Learning----utilizing an opportunity to use common terminology across K-12</li> <li>4. The elementary has more evidence of visible learning than the junior/senior high.</li> <li>5. The leadership element of professional learning is a strength, but more alignment to support learning communities and implementation is needed. Leadership might consider reviewing different learning design models for implementation of learning.</li> </ol> <p>Executive Team Rating: 3</p>								

**CATEGORY: Leadership and Vision: The system has a high-quality leadership and management team with a clear vision, ambition, and goals; a sense of purpose and high aspirations with an action plan aligned to priorities; a focus on student success; an organization structure with defined roles; and a system of continuous improvement**

**ELEMENT:**

- **Builds Cognitive Capital (Garmaston and Costa)** 1. Knowledge of pedagogy and academic performance; 2. Collaborative disposition to facilitate group processes; 3. Skills of organizational management
- **Continuous Improvement:** Create a system of continuous improvement that optimizes learning and ensures organizational effectiveness
- **Communication:** Effective forums are established for exchange of information, leading to stakeholder input and influence regarding the mission and vision
- **Continuous Improvement:** Create a system of continuous improvement that optimizes learning and ensures organizational effectiveness
- **Vision:** The district has a well-articulated vision and mission that is evidenced by decision-making, policy development, instructional practices, strategic planning and the allocation of the budget

		Evidence of Awareness	Evidence of Commitment	Evidence of Practice	Evidence of Impact				
<b>OVERALL:</b>	N/A	0	1	2	3	4	5	6	7
<b>Comments:</b>	<ol style="list-style-type: none"> <li>1. Broad consensus that this is a happy, healthy school that listens and responds appropriately to concerns. There is trust and support, especially from and for the Superintendent and Principals. School culture is perceived to be very strong by all stakeholders (parents, teachers, and students).</li> <li>2. Expectations for student learning do not seem to be explicitly identified and communicated to students through audio and visuals on a daily, classroom-by-classroom basis. Expectations for technology use seem to be vague and implementation is highly disparate, seemingly dependent upon individuals educators.</li> <li>3. Administrators will need to monitor or implement strategies to sustain teacher capacity to balance current workload.</li> <li>4. Interim successes should be identified in the new data (i.e. data that is being monitored and used to evaluate student progress) being collected.</li> <li>5. There does not seem to be clearly identified means by which the district is measuring, tracking, and reporting student outcomes, particularly academic outcomes. In the secondary school, it appears that students' grades drive decision-making.</li> </ol> <p>Executive Team Rating: 5</p>								

**CATEGORY:** Learning Climate: The system has a welcoming and positive, safe and accepting, and empowering environment that fully engages students in their learning and inspires them to work toward higher levels of achievement

**ELEMENT:**

- **Welcoming and Positive:** Staff are optimistic, respectful, and encourage involvement of all stakeholders
- **Safe and Accepting/Inclusive:** Systems are established for physical and emotional safety for all
- **Empowering:** Staff and students are connected to the system, believe they are important members of the system, and take contribute to the system
- **Mindset:** The school/district promotes and encompass the components of grit and growth, identity and community, and passion and purpose.
- **Engagement:** The school/district promotes student ownership and contribution to their learning and community.

		Evidence of Awareness	Evidence of Commitment	Evidence of Practice	Evidence of Impact
<b>OVERALL LEARNING CLIMATE:</b>	N/A	0 1	2 3	4 5	6 7
<b>OVERALL LEARNING DISPOSITIONS:</b>	N/A	0 1	2 3	4 5	6 7
<b>Comments:</b>	<p><b>Learning Climate</b></p> <ol style="list-style-type: none"> <li>1. The classroom data summary and focus groups indicate that student-teacher interactions were positive, the climate feels safe, and there appears to be mutual respect between staff and students and between staff.</li> <li>2. The learning climate is ripe for supporting growth and implementation of learning dispositions.</li> </ol> <p><b>Learning Dispositions</b></p> <ol style="list-style-type: none"> <li>1. Although students were very respectful and compliant with teacher expectations, the classroom data and focus group from students suggested that they did not have opportunities to cultivate their own voice and choice in their own learning.</li> <li>2. The social-emotional piece in action was not as evident in the secondary school, as seen by observation. It is evident through documents, but not easily seen in action.</li> </ol> <p>Executive Rating Learning Climate: 6 Executive Rating Learning Dispositions: 3</p>				

**CATEGORY: Finance/Facilities/Families**

**Finance:** The district allocates available resources (e.g. time, material, personnel) to maximize district effectiveness in response to strategic priorities

**Infrastructure and Facilities:** The district maximizes its use of all available resources, including technology, to support comprehensive student success

**Family and Community** The district 1) has a range of regular, two-way methods of communicating with parents, guardians, and the wider community and;2) takes steps to encourage active engagement in the education of their students and involvement in the life of the school through 3) partnerships for shared decision-making

**ELEMENT:**

- **Impacts of Learning:** Organization and management support comprehensive student success
- Effective forums are established for exchange of information and partnerships for comprehensive student success
- Stakeholders contribute to the comprehensive success of students
- **Partnerships and Shared Decision-making:** The district develops and sustains family and community partnerships to share responsibility for comprehensive student success
- **Facilities Report/Safety:** The physical structures and conditions of the schools provide students and staff with a safe, healthy and orderly learning environment

		Evidence of Awareness		Evidence of Commitment		Evidence of Practice		Evidence of Impact	
<b>OVERALL FINANCE:</b>	N/A	0	1	2	3	4	5	6	7
<b>OVERALL FACILITIES:</b>	N/A	0	1	2	3	4	5	6	7
<b>OVERALL FAMILIES:</b>	N/A	0	1	2	3	4	5	6	7
<b>Comments:</b>	<ul style="list-style-type: none"> <li>● The stated priority on Collaboration, including curriculum development is mismatched with the resources allocated to it.</li> <li>● It is unclear whether resources are being allocated to higher levels of engagement.</li> <li>● Facilities are relatively new (remodeled 9 years ago); an application is in progress to receive funding to fix identified issues in the basement.</li> <li>● Addressing the issue with a needed new Athletic Track will align to the district's Wellness priority.</li> <li>● There is a high amount of willingness to engage families, and leaders are working hard to improve that.</li> <li>● Parents and community are very engaged in athletics; need improved engagement in academics and district vision.</li> </ul>								

**REVIEWER SIGN OFF:**

By signing below, I confirm I took part in creating this Executive Summary and agree with these results:

NAME \_\_\_\_\_

NAME \_\_\_\_\_

SIGNATURE \_\_\_\_\_

SIGNATURE \_\_\_\_\_

DATE \_\_\_\_\_

DATE \_\_\_\_\_

NAME \_\_\_\_\_

SIGNATURE \_\_\_\_\_

DATE \_\_\_\_\_

NAME \_\_\_\_\_

SIGNATURE \_\_\_\_\_

DATE \_\_\_\_\_

NAME \_\_\_\_\_

SIGNATURE \_\_\_\_\_

DATE \_\_\_\_\_

NAME \_\_\_\_\_

SIGNATURE \_\_\_\_\_

DATE \_\_\_\_\_

**FINAL SIGN OFF:**

I, as the host superintendent of \_\_\_\_\_ District, agree that these final scores and comments accurately represent my district. Other comments addressed below:

Signature \_\_\_\_\_

Date \_\_\_\_\_

OTHER COMMENTS: