

**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

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

PROTOCOL

1. As part of process – move Trends 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 trends, 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

CATEGORY: Curriculum and Instruction

ELEMENTS:

CURRICULUM

- Curriculum is written and aligned so there are no gaps or unnecessary overlaps and represents important and demanding understandings and processes

INSTRUCTIONAL PLANNING

- Intentional Planning is aligned to curriculum that is important and demanding (WHAT is defined)
- Intentional Planning for delivery of instruction is focused, engaging and scaffolded
- Intentional Planning includes reflection post-delivery to evaluate effectiveness
- Specific learning needs are intentionally planned for through structures and practices in the system

INSTRUCTIONAL PRACTICE

- Are instructional practices demanding and important?
- Are instructional practices demanding and important?
- Are instructional practices focused?
- Are instructional practices scaffolded?

(N/A)	Evidence of Awareness (0 - 1)	Evidence of Commitment (2 - 3)	Evidence of Practice (4 - 5)	Evidence of Impact (6 - 7)	RATING
					3

Comments:

- Overall, most classrooms provided developmentally appropriate instructional opportunities for students.
- Focus group and observation data support the district's initiative to foster relationships with students to leverage on-task behavior and learning opportunities.
- Instructional practices and deeper levels of questioning to elicit higher levels of thinking were not largely observed across all levels.
- Staff communicated difficulty prioritizing, processing, and implementing due to the sheer number of initiatives/reforms being implemented and lack of clarity purpose around how those priorities are being framed.
- In the secondary schools, Planbook is being used consistently across all staff to highlight curricular and instructional plans. This has potential to be used as a tool to improve vertical alignment.
- It was unclear how formative assessment (DFA) strategies were being used effectively across all classrooms to inform instruction, uncover student reasoning and attend to misconceptions.
- Based on focus group and observation data, there seems to be a lack of coherence around using selected assessments to make inferences about student performance.
Note: A rating of 3 provided but concerns surfaced in the group that the priorities have not been identified or recognized by staff

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

ELEMENTS:

- **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

(N/A)	Evidence of Awareness (0 - 1)	Evidence of Commitment (2 - 3)	Evidence of Practice (4 - 5)	Evidence of Impact (6 - 7)	RATING
					3

Comments:

- The district has invested 10 days of professional development time.
- Teachers report having too many initiatives to process at the secondary level. A feeling that they do not have the time to get things done is evident.
- Teachers want to know the "why" of professional development.
- Upon examination of the TELL 2015 data professional development questions are some of the lowest ratings of the whole survey. Teachers felt like there was not adequate follow up on PD.
- PLC's are a misnomer. Professional development experiences vary across buildings. The experience seems to be different for the elementary school.
- Professional Learning is evident in the topics of Capturing Kids' Hearts and PBIS; both areas are consistently demonstrated across all buildings.
-

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

ELEMENTS:

- **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.

(N/A)	Evidence of Awareness (0 - 1)	Evidence of Commitment (2 - 3)	Evidence of Practice (4 - 5)	Evidence of Impact (6 - 7)	RATING
					5

Comments:

- Across all data points and observations, most students, parents, and teachers appear to be highly supportive and satisfied with the district's learning climate.
- The buildings in this district are secure and there is a consistent SRP in place.
- Student behavior in the elementary seems to negatively affect the overall quality of instruction.
- There are aligned practices and routines in place in the middle school.
- The team observed few opportunities for students to demonstrate resiliency and perseverance.
- Student to student and student to teacher relationships are positive.
- Student goal setting is not consistently visible or observable.
- **LEARNING CLIMATE should be a 6 and LEARNING DISPOSITION should be a 3.**

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

ELEMENTS:

- **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
- **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
- **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

(N/A)	Evidence of Awareness (0 - 1)	Evidence of Commitment (2 - 3)	Evidence of Practice (4 - 5)	Evidence of Impact (6 - 7)	RATING
					4

Comments:

- There was variability between schools in the area of promoting high expectations of students.
- There is not consistent understanding, implementation or awareness of some district priorities and plans at both teacher and administrative level.
- There are several processes employed by the District to gather feedback and buy in regarding decision making, policy development, instructional practices and strategic planning from staff. However, focus group show there is a lack of process/clarity on how does the District leadership connects these processes to teachers' daily work and student achievement in the classroom.
- Observers are reporting some very strong data driven strategies on professional learning days in the elementary. Observers are reporting a very strong sense of efficacy in the high school. Observers are reporting a strong ability for teachers to connect with students positively at Monte Vista Middle School. Please refer to the summary of findings for more details.
- It is not evident that there is consistent application of data driven strategies intended to insure that teachers hold high expectations being communicated, evaluated and promoted for teachers to change their practices in meaningful ways.
-
-

CATEGORY: Finance/Facilities/Families

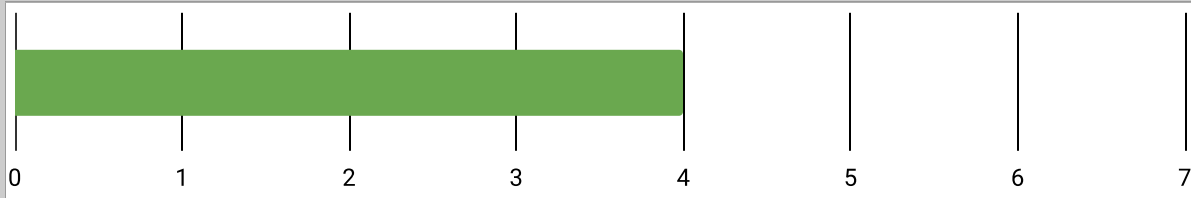
Finance: The district allocates available resources (e.g. time, material, personnel) to maximize district effectiveness in response to strategic priorities

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

ELEMENTS:

- **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

(N/A)	Evidence of Awareness (0 - 1)	Evidence of Commitment (2 - 3)	Evidence of Practice (4 - 5)	Evidence of Impact (6 - 7)	RATING
					4

Comments:

- Review of budget documents indicates district willingness to prioritize spending based on student needs
- Hired 1/2 time curriculum coordinator-new position 2017-18
- Hired Math instructional coach-new position 2017-18
- Designed whole school reading intervention program under Lindamood Belle-unique structure that matches high needs majority population
- EARSS and Student Re-engagment grants evidence of distirct willingness to pursue and secure additional funding to meet student needs
- Professional development to personalized needs of staff is essentially absent
- Schools encourage parent involvement. Parent involvement is high in many areas but is limited in academic activities.

SYSTEM SUPPORT REVIEW

Student-Centered Accountability Program (S-CAP)

School District: **Monte Vista Schools**

Date: **3/6/18**

IMPACT	38		OVERALL SCORE 19
	37		
	36		
	35		
	34		
	33		
	32		
	31		
	30		
	29		
PRACTICE	28	REVIEWER SIGN OFF: By signing below, I confirm I took part in creating this Executive Summary and agree with these results:	Evidence of Practice
	27		
	26		
	25		
	24		
	23		
	22		
	21		
	20		
	19		
COMMITMENT	18	1) Name: _____	4) Name: _____
	17	Signature & Date: / /	Signature & Date: / /
	16	2) Name: _____	5) Name: _____
	15	Signature & Date: / /	Signature & Date: / /
	14	3) Name: _____	6) Name: _____
	13	Signature & Date: / /	Signature & Date: / /
	12		
	11		
	10		
	9		
AWARENESS	8	FINAL SIGN OFF: I, as the host superintendent of this district agree that these final scores accurately represent my district, with other comments noted below.	
	7	_____ Signature _____ Date _____	
	6	SUPERINTENDENT COMMENTS: The SSR confirmed the presence of many of the positive actions we are known for. It also brought to the surface growth areas that we were somewhat aware of. We will utilize this report as we consider our next steps toward school improvement.	
	5		
	4		
	3		
	2		
	1		
	0		

Reviewer Comments: **Monte Vista Schools** 3/6/18

Curriculum and Instruction

- Overall, most classrooms provided developmentally appropriate instructional opportunities for students.
- Focus group and observation data support the district's initiative to foster relationships with students to leverage on-task behavior and learning opportunities.
- Instructional practices and deeper levels of questioning to elicit higher levels of thinking were not largely observed across all levels.
- Staff communicated difficulty prioritizing, processing, and implementing due to the sheer number of initiatives/reforms being implemented and lack of clarity purpose around how those priorities are being framed.
- In the secondary schools, Planbook is being used consistently across all staff to highlight curricular and instructional plans. This has potential to be used as a tool to improve vertical alignment.
- It was unclear how formative assessment (DFA) strategies were being used effectively across all classrooms to inform instruction, uncover student reasoning and attend to misconceptions.
- Based on focus group and observation data, there seems to be a lack of coherence around using selected assessments to make inferences about student performance. Note: A rating of 3 provided but concerns surfaced in the group that the priorities have not been identified or recognized by staff

Professional Learning

- The district has invested 10 days of professional development time.
- Teachers report having too many initiatives to process at the secondary level. A feeling that they do not have the time to get things done is evident.
- Teachers want to know the "why" of professional development.
- Upon examination of the TELL 2015 data professional development question are some of the lowest ratings of the whole survey. Teachers felt like there was not adequate follow up on PD.
- PLC's are a misnomer. Professional development experiences vary across buildings. The experience seems to be different for the elementary school.
- Professional Learning is evident in the topics of Capturing Kids' Hearts and P&IS; both areas are consistently demonstrated across all buildings.

Leadership

- There was variability between schools in the area of promoting high expectations of students.
- There is not consistent understanding, implementation or awareness of some district priorities and plans at both teacher and administrative level.
- There are several processes employed by the District to gather feedback and buy in regarding decision making, policy development, instructional practices and strategic planning from staff. However, focus group show there is a lack of process/darity on how does the District leadership connects these processes to teachers' daily work and student achievement in the classroom.
- Observers are reporting some very strong data driven strategies on professional learning days in the elementary. Observers are reporting a very strong sense of efficacy in the high school. Observers are reporting a strong ability for teachers to connect with students positively at Monte Vista Middle School. Please refer to the summary of findings for more details.
- It is not evident that there is consistent application of data driven strategies intended to insure that teachers hold high expectations being communicated, evaluated and promoted for teachers to change their practices in meaningful way.

Climate

- Across all data points and observations, most students, parents, and teachers appear to be highly supportive and satisfied with the district's learning climate.
- The buildings in this district are secure and there is a consistent SRP in place.
- Student behavior in the elementary seems to negatively affect the overall quality of instruction.
- There are aligned practices and routines in place in the middle school.
- The team observed few opportunities for students to demonstrate resiliency and perseverance.
- Student to student and student to teacher relationships are positive.
- Student goal setting is not consistently visible or observable.
- LEARNING CLIMATE should be a 4 and LEARNING DISPOSITION should be a 3.

Finance/Facilities/Families

- Review of budget documents indicates district willingness to prioritize spending based on student needs
- Hired 1/2 time curriculum coordinator new position 2017-18
- Hired Math instructional coach-new position 2017-18
- Designed whole school reading intervention program under Lindamood Belle-unique structure that matches high needs majority population
- EARSS and Student Re-engagement grants evidence of district willingness to pursue and secure additional funding to meet student needs
- Professional development to personalized needs of staff is essentially absent
- Schools encourage parent involvement. Parent involvement is high in many areas but is limited in academic activities.