

XX Charter School:
Grade Levels

**Site Visit Date: X, XXX**

 **CSSI Team Lead: XX**

**CSSI Team Members: XX, XX, XX, XX**

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Part I: CSSI Overview

Overview & Process

The primary instrument used to evaluate teaching, learning, and leading is the Colorado Department of Education’s (CDE) Four Domains for Rapid School Improvement. The Colorado Four Domains of Rapid School Improvement is a research proven framework to facilitate rapid improvement in schools by creating domains and practices that apply across the system of a state education agency, district, and school. Within the framework, four domains are outlined: Leadership for Rapid Improvement, Talent Management, Instructional Transformation, and Culture and Climate Shift. The framework is not intended to provide an exhaustive list of activities within each practice or even of all practices. Instead, it offers examples, considerations, and practical applications of what it takes to successfully lead systemic efforts to achieve rapid school improvement.

Teaching and Learning (Four Domains of Rapid School Improvement):

**Domain 1: Leadership for Rapid Improvement.** School leadership places a strong focus on instruction, implements a mission-driven cycle of continuous improvement, and ensures the school functions as an equitable and agile learning organization.

**Domain 2: Talent Development.** School leadershipsustains a diverse and high-quality professional staff through inclusive and equitable talent development structures and a commitment to continuous improvement.

**Domain 3: Instructional Transformation.** The school implements a curriculum that is aligned to Colorado Academic Standards, provides evidenced-based instruction that engages students cognitively, uses multiple assessments and analysis cycles to continuously measure student progress toward mastery of grade-level expectations, and implements a comprehensive system of tiered academic and behavioral support to enable students to master grade-level expectations.

**Domain 4: Culture and Climate Shift.** The school establishes and sustains a mission-driven, inclusive, and highly effective culture and climate that promotes belonging and shared ownership.

Because the CSSI visit is customized for charter schools, the visit includes a diagnostic review of organizational effectiveness. The primary instruments used for evaluating organizational effectiveness are Standard 9 Strong Board Governance and Standard 10 Strong Fiscal Management from the CDE’s 10 Standards for Continuous Improvement. These standards cover statue regulations and best practices for charter governance and finance.

Organizational Effectiveness (Standards 9-10):

**Standard 9:** Strong Board Governance. The school board demonstrates strong leadership through its procedure to promote the school’s mission, strategic planning, current knowledge of legislative issues, policy development, commitment to professional development, provision of resources, oversight/support of administrator, ability to build effective committees, and establishing networked community relationships.

**Standard 10:** Strong Fiscal Management.The school board demonstrates strong fiscal management, and the school’s practices demonstrate current and future financial health.

The Charter School Support Initiative (CSSI) visit included a review of the school’s essential documents, instructional observations, and formal interviews with the Executive Director (1), Principal (1), Assistant Principals (1), Director of School Operations (1), Office Manager (1), Director of Finance (1), School Counselor (1), School Social Worker (1), Student Services Director (1), Special Education Teachers (1), Multi-Language Learner Education Coordinator (1), Reading Specialist (1) teachers (10), Board Members (4), and a collection of parents and students. The team takes its role as data collectors and synthesizers very seriously. This report offers trends rooted in criteria and data; it has no subjective judgments or singular perspectives. Please use this feedback as you see helpful; it is intended to be a body of evidence that can triangulated with other data and evidence in the continuous improvement cycle.

Rating System

To provide detailed school-level information, the review team evaluates the degree to which conditions and indicators exist and the level of implementation. The rating system is explained below.

|  |  |
| --- | --- |
| ***Level 4*** | Exemplary: Exemplar implementation throughout the school  |
| ***Level 3*** | Proficient: Developed and generally implemented throughout the school |
| ***Level 2*** | Developing: Partial development and/or partially implemented |
| ***Level 1*** | Below Standard: Initial development and/or minimal implementation |

Each indicator is assigned a rating from the scale above. A detailed evidence rubric is provided separately to allow school and board leadership to clearly understand what observations, actions, and behaviors led to our ratings.

XXXX’s Strong Foundation:

* XXXXXX
* XXXXXX
* XXXXXX
* XXXXXX

Part II: Landscape Report

The XXX CSSI Detailed Report displays the rating and supporting evidence for each domain/standard, indicator, and sub-indicator. The Landscape Report summarizes the detailed report and provides the school with a “quick view” of ratings for each standard. The landscape report grounds the school in the strong foundations on which it can build and focused areas for improvement.

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| **XXX’s Landscape Report**  |
| **Domain 1: Leadership for Rapid School Improvement. School leadership places a strong focus on instruction, implements a mission-driven cycle of continuous improvement, and ensures the school functions as an equitable and agile learning organization.** 1.1. Vision and Mission. 1.2. Continuous Improvement. 1.3. Instructional Relationship.1.4. Influence for Results. **Domain 2: Talent Development**. School leadershipsustains a diverse and high-quality professional staff through inclusive and equitable talent development structures and a commitment to continuous improvement**.**2.1. Recruitment and Retention. 2.2. Professional Development. 2.3. Evaluation.  | **Domain 3: Instructional Transformation.** The school implements a curriculum that is aligned to Colorado Academic Standards, provides evidenced-based instruction that engages students cognitively, uses multiple assessments and analysis cycles to continuously measure student progress toward mastery of grade-level expectations, and implements a comprehensive system of tiered academic and behavioral support to enable students to master grade-level expectations.3.1. Vision for Instruction. 3.2. Assessment Systems and Data Culture 3.3. Systems for Student Support. 3.4. Time Allocation **Domain 4: Culture and Climate Shift.** The school establishes and sustains a mission-driven, inclusive, and highly effective culture and climate that promotes belonging and shared ownership.4.1. Family and Stakeholder Engagement. 4.2. Engaging Learning Environment. 6.3. Positive and Inclusive School Climate.  | **Standard 9 – Strong Board Governance. The school board demonstrates strong leadership through its procedures to promote the school’s mission, strategic planning, current knowledge of legislative issues, policy development, commitment to professional development, provision of resources, oversight/support of administrator, ability to build effective committees, and establishing networked community relationships.**9.a. Vision/Mission and Governance Structure9.b. Strategic Governance9.c. Policies and Legal 9.d. Professional Development9.e. Program Assessment, Guidance and Renewal9.f. Administrative Hiring and Evaluation 9.g. Meetings and Committees 9.h. Stakeholder Management**Standard 10: Sound Fiscal Management. The school board demonstrates strong fiscal management and school practices demonstrate current and future financial health.**10.a. Strong Budget 10.b. Revenue10.c. Program Cost10.d Report Requirements10.e. Board Responsibilities 10.f. Policies10.g. Business Operations  |

Part III: Summary of Findings for the Four Domains of Rapid School Improvement

Domain 1: Leadership for Rapid Improvement

School leadership places a strong focus on instruction, implements a mission-driven cycle of continuous improvement, and ensures the school functions as an equitable and agile learning organization.

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| --- | --- | --- | --- | --- |
| ***Indicators:*** | ***Level 4: Exemplary*** | ***Level 3: Proficient***  | ***Level 2: Developing*** | ***Level 1Below Standard*** |
| 1.1. Vision and Mission. School leadership aligns core values, priorities, and improvement strategies to a school vision and mission that focuses on aspirational and equitable outcomes for all students. |  |  |  |  |
| 1.2. Continuous Improvement. School leadership continuously uses data and stakeholder involvement to diagnose problems, identifies priorities, strategically plans, and implements improvement strategies, and monitors/adjusts for efficacy. |  |  |  |  |
| 1.3. Instructional Leadership. School leadership continuously uses data and stakeholder involvement to diagnose problems, identifies priorities, strategically plans, and implements improvement strategies, and monitors/adjusts for efficacy. |  |  |  |  |
| 1.4. Influence for Results. School leadership leads by influence by ensuring strong and effective communication, adapting to change, and establishing a commitment to equity. |  |  |  |  |

*School leadership* ***is not yet placing a strong focus, is beginning to place a strong focus, or places*** *a strong focus on* ***instruction*** *and implements a mission-driven cycle of continuous improvement and ensures the school functions as an equitable and agile learning organization.*

* Evidence
* Evidence
* Evidence
* Evidence

Domain 2: Talent Development

School leadershipsustains a diverse and high-quality professional staff through inclusive and equitable talent development structures and a commitment to continuous improvement.

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| --- | --- | --- | --- | --- |
| ***Indicators:*** | ***Level 4: Exemplary*** | ***Level 3: Proficient***  | ***Level 2: Developing*** | ***Level 1Below Standard*** |
| 2.1. Recruitnment and Retention. The school implements an equitable process that support the recruitment and retention of a diverse and high-quality professional staff. |  |  |  |  |
| 2.2. Professional Development. Instructional staff members and school leadership do not yet participate, are beginning to participate in, or participate in intentional, continuous, and high-quality professional learning that prepares teachers and leaders to be successful with the school's model and demographics.  |  |  |  |  |
| 2.3. Evaluation. The school implements transparent supervision and evaluation processes designed to define and improve professional practice, instruction, and student success. |  |  |  |  |

*School leadership* ***does not yet/is beginning to/ or actively develops and sustains*** *a diverse and high-quality professional staff through inclusive and equitable talent development structures and a commitment to continuous improvement:*

* Evidence
* Evidence
* Evidence
* Evidence

Domain 3: Instructional Transformation

The school implements a curriculum that is aligned to Colorado Academic Standards, provides evidenced-based instruction that engages students cognitively, uses multiple assessments and analysis cycles to continuously measure student progress toward mastery of grade-level expectations, and implements a comprehensive system of tiered academic and behavioral support to enable students to master grade-level expectations.

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| --- | --- | --- | --- | --- |
| ***Indicators:*** | ***Level 4: Exemplary*** | ***Level 3: Proficient***  | ***Level 2: Developing*** | ***Level 1Below Standard*** |
| 3.1. Vision for Instruction. Teachers plan instruction based on a curriculum that is aligned to Colorado Academic Standards and grade-level expectations and effectively deliver it using evidenced-based instructional strategies to raise student achievement. |  |  |  |  |
| 3.2. Assessment Systems and Data Culture. Leaders and teachers use multiple data sources and consistent, high-quality assessment practices to guide school, department, grade-level, and classroom decisions. |  |  |  |  |
| 3.3. Systems for Student Support. Students whose needs are not met through best-first instruction are systemically and equitably identified through an embedded problem-solving process and are provided multiple opportunities to learn and improve their performance. |  |  |  |  |
| 3.4. Time Allocation. The school designs a schedule that ensures students have adequate access to grade-level instruction and intervention/advancement and promotes the mission and instructional model. |  |  |  |  |

*The school* ***does not yet implement, is beginning to implement, or implements*** *a curriculum that is aligned to Colorado Academic Standards, provides evidenced-based instruction that engages students cognitively, uses multiple assessments and analysis cycles to continuously measure student progress toward mastery of grade-level expectations, and implements a comprehensive system of tiered academic and behavioral support to enable students to master grade-level expectations:*

* Evidence
* Evidence
* Evidence
* Evidence

Domain 4: Culture and Climate Shift

The school establishes and sustains a mission-driven, inclusive, and highly effective culture and climate that promotes belonging and shared ownership.

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| --- | --- | --- | --- | --- |
| ***Indicators:*** | ***Level 4: Exemplary*** | ***Level 3: Proficient***  | ***Level 2: Developing*** | ***Level 1Below Standard*** |
| 4.1. Family and Stakeholder Engagement. School leadership initiates and sustains activities which result in meaningful family and community engagement, support, and ownership of the school. |  |  |  |  |
| 4.2. Engaging Learning Enviornment. The school's environment reflects the mission and vision, is conducive to high levels of achievement, and promotes active and sustained student engagement. |  |  |  |  |
| 4.3. Positive and Inclusive School Environment. The school functions as an effective and inclusive learning community and supports a climate conducive to performance excellence and belonging for all students and staff |  |  |  |  |

*The school* ***does not yet/is beginning to/or establishes*** *and sustains a mission-driven, inclusive, and highly effective culture and climate that promotes belonging and shared ownership:*

* Evidence
* Evidence
* Evidence
* Evidence

Themes for Improvement and Recommendations

XXXXXXX ….

Part IV: Summary of Findings for Governance and Finance

Standard 9: Strong Board Governance

The school board demonstrates strong leadership through its procedures to promote the school’s mission, strategic planning, current knowledge of legislative issues, policy development, commitment to professional development, provisions of resources, oversight/support of administrator, ability to build influential committees, and establishing networked community relationships.

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| --- | --- | --- | --- | --- |
| ***Indicators:*** | ***Level 4: Exemplary*** | ***Level 3: Proficient***  | ***Level 2: Developing*** | ***Level 1Below Standard*** |
| 9.a. Mission/Vision. The Governing Board promotes the vision and mission of the school through a strong governance structure. |  |  |  |  |
| 9.b. Strategic Governance. The Governing Board promotes the vision of the school through strategic governance. |  |  |  |  |
| 9.c. Polices and Legal. The Governing Board policies adhere to legal obligations as a public entity. The board engages best practice in policy-driven governance. |  |  |  |  |
| 9.d. Professional Development. The Governing Board engages in quality, needs-based professional development. |  |  |  |  |
| 9.e. Program Assessment and Renewal. The Governing Board provides oversight in program assessment, guidance, and renewal processes. |  |  |  |  |
| 9.f. Administrator Hiring and Evaluation. The Governing Board has a clear plan for hiring, retaining, supporting, and evaluating the lead administrator. |  |  |  |  |
| 9.g. Meetings and Committees. The Governing Board demonstrates effective use of meetings and board committees.  |  |  |  |  |
| 9.h. Stakeholder Management. The Governing Board supports the mission/vision of the school by securing strong relationships with internal and external stakeholders. |  |  |  |  |

*The governing board* ***does not yet/is beginning to/ or*** *demonstrates strong leadership through its procedures to promote the school’s mission, strategic planning, current knowledge of legislative issues, policy development, commitment to professional development, provisions of resources, oversight/support of administrator, ability to build effective committees and establishing networked community relationship:*

* Evidence
* Evidence
* Evidence

Standard 10: Sound Fiscal Management

The school board demonstrates strong fiscal management, and school practices demonstrate current and future financial health.

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| --- | --- | --- | --- | --- |
| ***Indicators:*** | ***Level 4: Exemplary*** | ***Level 3: Proficient***  | ***Level 2: Developing*** | ***Level 1Below Standard*** |
| 10.a Strong Budget. Governing Board and administration gather input to develop short-term and long-term budgets, make effective use of sound budgeting practices and comply with all state statutory requirements and charter assurances. |  |  |  |  |
| 10.b Revenue. The school has enough revenue to ensure stable programming. School leadership uses realistic revenue and program costs in the budget. |  |  |  |  |
| 10.c Program Cost. School leadership uses realistic revenue and program costs in the budget. |  |  |  |  |
| 10.d Report Requirements. The school understands and complies with reporting requirements of the state and charter authorizer. |  |  |  |  |
| 10.e Board Responsibilities. The governing board and administrators hold themselves responsible for the school’s financial stability and integrity.  |  |  |  |  |
| 10.f Policies. The governing board has adopted policies that ensure financial health and a strong system for the timely, accurate tracking and recording of all financial data and transactions. |  |  |  |  |
| 10.g Business Operations. The school has established and maintains procedures for accurate and appropriate business operations.  |  |  |  |  |

*The school board* ***does not yet/is beginning to/or demonstrates*** *strong fiscal management, and school practices show current and future financial health:*

* Evidence
* Evidence
* Evidence

Themes for Improvement and Recommendations:

XXXX…

Part V: Conclusion

The CSSI team extends its assurances that the information obtained through the evaluation process will remain confidential. If your authorizer requests a copy of the report, it will be provided. We also offer assurances that the team strived for objectivity in its findings. Most importantly, we commend XXXX for its willingness to undergo an evaluation and desire to grow and become a great school. Once the school has reviewed and discussed this report in detail, as questions arise, please feel free to contact a member of the Colorado Charter Schools Program (CCSP) Grant Team at the CDE Schools of Choice Unit: SOC@cde.state.co.us.

Resources that may help as you continue your conversations:

* The Colorado Department of Education’s Webpage has various resources:
	+ Schools of Choice Unit: <http://www.cde.state.co.us/cdechart>
	+ Four Domains of Rapid School Improvement: <https://www.cde.state.co.us/fourdomains>
	+ CDE MTSS Information: <http://www.cde.state.co.us/mtss>
	+ Educator Effectiveness: <http://www.cde.state.co.us/educatoreffectiveness>
	+ Standards and Instruction: <http://www.cde.state.co.us/standardsandinstruction>
	+ Special Education: <http://www.cde.state.co.us/cdesped>
* The League of Charter Schools: <http://coloradoleague.org/>