CSSI Detailed Report Writing Guide for Team Members	
Report Component	Expectations
Scoring	Using data triangulation, the CSSI team evaluates the degree to which the descriptor of each sub-indicator exists and the level of implementation.
Evidence Criteria	The CSSI team provides synthesized and high-level evidence to support the score of each sub-indicator. The evidence should meet this criteria: • *Show* what you know/observed instead of *telling* but providing specific data and examples while protecting anonymity • Focus on providing data points that "prove" the score given: ○ **4**: 3 (+) data points

	○ **3**: 2 (+) data points and 1 (-) data point ○ **2**: 1 (+) data points and 2 (-) data points ○ **1**: 3 (-) data points • Indicate your source and triangulate when you can while protecting anonymity (e.g. leaders and teachers reported…) • Provide specific examples that are helpful when able to while protecting anonymity. • Attempt to minimize re-using evidence. • Ensure that all evidence and comments are aligned to the indicator description and rooted in data

Evidence Exemplars:

Evidence Exemplars	Example 1:
	5.b.2. Supervision and Evaluation. School administrators implement supervision and evaluation processes that develop and sustain the performance of a highly competent staff. Score: 1 Evidence: Leaders reported that they are currently amending the DPS LEAP framework for teacher evaluation and that there is an upcoming board meeting to discuss the measurements that will be used for the 50% student achievement portion of the evaluation. Leaders reported that teachers did not receive mid-year evaluations but they will receive end of year evaluations. Teachers reported that they are not sure how they will be evaluated or what criteria will be used. Additionally, leaders and teachers reported that teachers are not yet receiving ongoing instructional coaching to improve their instructional performance. Example 2: 6.c.2. Behavioral Expectations.Behavioral expectations are well defined, posted in a variety of settings, and clearly communicated to students and families. Score: 2 Evidence: Behavior expectations were consistently reported in teacher and leader interviews and are clearly communicated to students during morning meetings; however, these expectations were inconsistently narrated and upheld throughout classroom observations. For example, while behavioral expectations were met by students in a few classroom observations (48%), student behavior was disruptive to the learning environment and not effectively redirected in many observations. Additionally, student behavior was particularly challenging during common student times such as passing periods and lunch (e.g. rough

	housing, loud use of profanity, student conflicts, etc.). *Example 3* **8.c.1. Collaborative Process.** School leadership uses a collaborative process to develop, implement, and monitor the UIP. **Score 3** **Evidence**: A review of the UIP revealed that school leadership and the board collaborated to create the plan along with teachers, parents, and the SAC. Leaders and teachers consistently reported that their major improvement strategies are data-driven instruction and MTSS; most teachers were aware of the components in this year's UIP. Additionally, staff interviews revealed that formalized data-driven instruction structures and protocols have been implemented at this time. Last, leaders reported that they are formally monitoring the implementation of the UIP and teachers confirmed they get regular feedback.
Style and Usage	- Write in paragraphs without indentation; do not use bullets. - Don't make font or other changes to the template - Source evidence in the past tense (e.g. teachers reported, document review indicated, classroom observations revealed…) - i.e. = "that is…" - e.g = "for example…" - Spell Check