

CSSI Executive Summary Writing Guide for Team Leads	
Report Component	Expectations
Overview	<ul style="list-style-type: none"> • Provide numbers of stakeholder interviews and classroom observations
Strengths to Leverage	<ul style="list-style-type: none"> • Provide 1-2 specific commendations for each standard assessed • Noted strengths should be rubric aligned and cite the sub-indicator (e.g. "90% of observed classrooms had precise, grade level aligned objectives and students could articulate the learning goal 2.a.1")



	<ul style="list-style-type: none"> • Link how the strengths can be used in school improvement when meaningful.
Landscape Report	<ul style="list-style-type: none"> • Average the score for each indicator and color code Landscape Report • Scale <ul style="list-style-type: none"> ○ Blue 3.5-4. ○ Green 2.5-3.4 ○ Yellow 1.4-2.5 ○ Red 1-1.4

Summary of Findings

For each standard assessed:

- Provide a snapshot of the scored standard

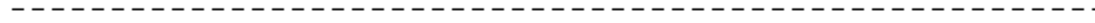
Standard 7: Effective Educator. School leadership actively develops a high-quality professional staff through professional learning, supervision, evaluation and commitment to continuous improvement.				
Indicators:	Level 4: Fully implemented	Level 3: Generally implemented	Level 2: Partially implemented	Level 1: Infrequently implemented
7.a. High Quality Staff. The school implements processes that support recruitment and retention of high-quality professional staff.			X	
7.b. Supervision and Evaluation. The school implements supervision and evaluation processes designed to improve professional practice, instruction, and student success.			X	
7.c. Professional Learning. Instructional staff members and school leadership participate in continuous, high-quality, research-informed professional learning.				X

- Provide a summary statement of the standard descriptor and 3 pieces of supporting evidence ***This should already be complete from day 3 prioritization protocol**
- Describe the descriptor as: *is, is beginning to, or is not yet*
- Example: **Standard 4: The school is beginning to implement a comprehensive system of tiered academic and social/emotional support.**
 - Document review, instructional observations, and staff interviews revealed that the school offers students tiered social emotional programming including universal instruction (The Rule, Zones of Regulation, Life Skills) and tier II/III supports with mental health providers.
 - The school uses Dibels data to universally place K-3 grade students into reading intervention; students in these interventions are consistently progress monitored.
 - Document review and teacher/leader interviews revealed that while the school has recently created an MTSS flowchart, the school has not articulated participation criteria for different tiers of support, identified tier II interventions for classrooms, codified

	<p>progress monitoring structures or provided teachers with professional development. Overall, interviews revealed a significant amount of confusion and frustration with the MTSS process.</p> <ul style="list-style-type: none"> ● Providing Evidence: <ul style="list-style-type: none"> ○ Show what you know/observed instead of <i>telling</i> but providing specific data and examples while protecting anonymity ○ Focus on providing data points that “prove” the score given: <ul style="list-style-type: none"> ▪ 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
Detailed Findings: Key Levers for Targeted School Improvement	<ul style="list-style-type: none"> ● Provide clear claims and compelling arguments (i.e. why will the key lever result in student gains? How does it address a root cause, tie it back to the priority performance challenges) ● Provide evidence and examples to support claims; source all evidence ● Provide specific recommendations and next steps; it is effective to provide leadership teams with a step by step process for school improvement planning ● Provide research and resources to support key levers and implementation when possible
Style and Presentation	<ul style="list-style-type: none"> ● Maintain a positive tone ● Be aware of your Economy of Language: Be concise and strategic with language ● Pay Attention to Organization: Detailed Findings & Key Levers section: <ul style="list-style-type: none"> ○ Introduction <ul style="list-style-type: none"> ■ Strengths ■ Big Claim ■ List subtopics ○ Subtopics:

	<ul style="list-style-type: none"> ■ Topic Sentence ■ Evidence and Examples ■ Recommendations and next steps ○ Conclusion/Concluding Statement ○ Include transitions between subtopics ● Usage Rules: <ul style="list-style-type: none"> ○ Don't make font or other changes to the template ○ Write strengths, findings and claims in present tense (e.g. school leadership is not yet using data to drive decision making, for example, ...) ○ Source evidence in the past tense (e.g. teachers reported, document review indicated, classroom observations revealed...) ○ i.e. = "that is..." ○ e.g = "for example..."
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<i>Share Out Protocol</i>	
48 Hours Before the Meeting	The CSSI team lead sends the final PDF CSSI Detailed Report and CSSI Executive Summary Report to the school leader and BoD approximately 48 hours ahead of the visit. This provides enough time for digesting the findings without letting too much time for questions or



	<p>concerns to go unanswered.</p> <p>The CSSI team lead provides the school leader and BoD with an annotation activity, asking them to read the CSSI Executive Summary Report while noting:</p> <ul style="list-style-type: none"> ● Celebrations ● Questions/Concerns ● Recommendations that feel right ● Resources they would need to implement the recommendation
During the Meeting 30-60 minutes	<ul style="list-style-type: none"> ● Introductions ● CSSI team lead provides framing of the visit and thanks the school for their gracious preparation ● Standards 1-8 Annotation Share Out ● Standards 9-10 Annotation Share Out ● Closing
After the Meeting	The CSSI Visit is closed out. The CSSI team will communicate that school leadership can reach out with any lingering questions or concerns.