Guide for how to use the SSC Developmental Rubric and Self-Assessment

PURPOSE

The SSC's goal is to foster continuous improvement that will close achievement gaps and accelerate student achievement at the school site. The district would like School Site Councils to understand and demonstrate their operations within the standards established in the Board of Education's School Governance policies and regulations. The following Developmental Rubric and Self-Assessment enables SSC members – including the principal, parents, teachers, school staff, community members, and students (at the secondary level) – to identify what stage of development their SSC has reached, where it is functioning effectively, and where it remains challenged. The Self-Assessment is also meant to be shared with the district body that is coordinating capacity building, technical support and training so that the district can better support SSCs to operate as high- functioning, effective school governance bodies.

This developmental rubric enables SSC members to assess the development of their SSC toward four standards:
1. Leadership and Decision Making to Support Student Achievement
2. Meaningful Family, Student and Community Engagement
3. Training and Capacity Building
4. Accountability

HOW TO USE

Who should use this Self-Assessment and when?
All members of your School Site Council complete this assessment, including the principal, parents, teachers, school staff, students (if applicable) and community members. Each SSC member should have their own blank copy to complete. Only SSC members should complete the Self-Assessment. The Self-Assessment should be administered toward the end of the school year so that actions for improvement can be incorporated into the subsequent year's planning.

How do we complete the Self-Assessment?

1. SSC members should complete rubric sections and scoring
2. For each of the four standards, <u>Select only one example from each row.</u>
3. Review the standard and observe in which (column) you have selected the most practices. You may find you have chosen practices that fall into several stages or just one. This will show you where you are developmentally in meeting expected practices for each standard. Note that each stage has an assigned numerical value (Emerging = 1, Developing= 2, Thriving= 3)
4. Review each standard, and decide on a rating based on which stage <u>most</u> of your practices fall into. For instance, if you have highlighted 2 practices in the Emerging column and 1 in the Developing column, you should rate that standard as Emerging, with an assigned score of 2.
5. Use your ratings for each standard to begin thinking about actions for your SSC's Development Plan. You will complete the Development Plan as a team at the group's next SSC meeting.

How do we use the Self-Assessment to plan for improvement?

1. At the end of the site planning cycle (April), the SSC Chair or Principal should spend time at an SSC meeting explaining how to complete the Self-Assessment. They should ensure all members have a copy, and understand how to fill it out and how it will be used by the school and district.
2. Members should take time to complete the Self-Assessment on their own and separate from other members either during a SSC meeting, or before the next SSC meeting.
3. At the next SSC meeting, which could be at the end of this current year and/or beginning of the next school year, members should review their average score (shared by central office with teams) and identify an area for improvement.
4. Members will together complete the Development Plan.
5. Central Office will collect surveys, calculate an average score and share back with SSC teams to use for developmental plans.
6. The SSC will use the rubric as a guide to build capacity by implementing agreed upon actions and engaging with resources and training identified in their Development Plan.

Standard 1: Leadership and Decision Making to Support Student Achievement
School Site Council provides collaborative leadership and decision making to support continuous improvement of student academic, health and social-emotional outcomes.

	EMERGING PRACTICES (1)	DEVELOPING PRACTICES (2)	THRIVING PRACTICES (3)
Data Review	SSC reviews minimal student academic, health and/or social-emotional outcomes data.	SSC reviews most student academic, health and social-emotional outcomes data but needs access to further data to support decision making.	SSC, in partnership with the Instructional Leadership Team, regularly reviews and analyzes student academic, health, and social-emotional outcomes data to support decision making.
Cycle of Inquiry	SSC has begun a cycle of inquiry to achieve improvement, but has not identified questions related to effectiveness of site's program strategies, particularly for Title 1 and ELL program funds.	SSC engages in a cycle of inquiry to achieve program improvement, and is working on identifying critical questions related to effectiveness of site's program strategies, particularly for Title 1 and ELL program funds.	SSC engages in a cycle of inquiry to achieve continuous program improvement, and identifies critical questions related to the effectiveness of the site's program strategies, including Title 1, ELL funds and LCFF funds.
Transparency and shared decision making	SSC advises the principal on the allocation of one or two categories of funds.	SSC, led by the chair, advises the principal on the allocation of most budget funds to align with the theory of action and site plan.	SSC, led by the chair, advises principal on entire school budget so that is aligned with the theory of action and site plan, and with OUSD strategic priorities, performance standards, and collective bargaining agreements.

Standard 2: Meaningful Family, Student and Community Engagement
School Site Council ensures the design and effective implementation of the school's family, student, and community engagement strategies.

	EMERGING PRACTICES (1)	DEVELOPING PRACTICES (2)	THRIVING PRACTICES (3)
Stakeholder Engagement	SSC practices some elements of family engagement but has not developed a family, student and community engagement plan	SSC has developed a family, student and community engagement plan addressing at least two of the three main goals: educate school community, solicit representative participation, and share site plan information.	SSC has developed a family, student and community engagement plan designed to educate the school community about the SSC; solicit representative participation on the SSC; and share information about the development of and progress toward site plan goals.
Equity in Membership	Attempts are made to ensure SSC membership is representative of the students it serves but it does not result in full representation; SSC occasionally engages students in decision making.	SSC membership is representative of nearly all of the students it serves and efforts are underway to recruit fully representative membership; students are engaged in decision making.	SSC ensures that membership on the SSC is representative of the students it serves and regularly engages students in decision making.
Meaningful Student & Family Engagement Standards	SSC ensures that site plan includes minimal but not thorough standards for meaningful family, student and community engagement.	SSC ensures that site plan includes some but not all standards and actions that guide school in practicing meaningful family, student and community engagement.	SSC ensures that site plan includes all standards and actions that guide the school in practicing meaningful family, student and community engagement linked to student learning.

Standard 3: Training and Capacity Building
School Site Council members participate in ongoing district and site training and capacity building that develops expertise over the course of the school year in their leadership and decision-making for continuous improvement.

	EMERGING PRACTICES (1)	DEVELOPING PRACTICES (2)	THRIVING PRACTICES (3)
Training	SSC members are not aware of training opportunities outside of what is required at the establishment meeting.	Some SSC members are aware of and participate in training opportunities relevant to the particular development needs of their SSC.	SSC members are aware of and participate in all training opportunities relevant to the specific development needs of their SSC, which may include: SSC Roles and Responsibilities; the Continuous Program Improvement Model; Using Data, etc.
Technical Assistance	SSC members occasionally work with district-assigned technical assistance providers and those responsible for coordinating support and instruction for SSCs.	SSC members identify needs/issues, and usually follow up by requesting support from district-assigned technical assistance providers and the district body responsible for coordinating support and instruction for SSCs.	SSC members identify needs/issues, and regularly request support from and work with district-assigned technical assistance providers and the district body responsible for coordinating support and instruction for SSCs.
SSC Member Development	SSC identifies possible successors for positions on the SSC but does not provide training for new members until after they join.	SSC identifies possible successors for positions on SSC and provides some training through site-based leadership development activities.	SSC has established site-based capacity building activities, and trains possible successors through regular leadership development activities.

Standard 4: Accountability

School Site Council reports regularly to the school community regarding progress in meeting the goals of the site plan; creates a strong communication and feedback loop between SSC and other school advisory groups and community stakeholders; and engages in regular self-assessment.

	EMERGING PRACTICES (1)	DEVELOPING PRACTICES (2)	THRIVING PRACTICES (3)
Stakeholder Accountability	SSC members consult with some school advisory groups (ILT, SELLs, etc) and community stakeholders.	SSC members consult with most school advisory groups (ILT, SELLs, etc)and community stakeholders and are working on reaching more.	SSC members consult with and bring questions and concerns from school advisory groups and community stakeholders to the attention of the SSC.
Communication	SSC members maintain communication with their constituencies and sometimes solicit input and secure support for SSC actions.	SSC members maintain communication with their constituencies, solicit input and secure support for most SSC actions.	SSC members maintain communication with their constituencies, solicit input, and secure support for all SSC actions.
SSC Self-Assessment	SSC does not consistently evaluate itself but sometimes has discussions about improvements for the committee.	SSC evaluates itself most years and provides self-assessment results to the district.	SSC evaluates itself once a year and provides self -assessment results to district Along with goals and plans for improvement. Teams review these goals at the start of the new school year.

SCORING YOUR SSC

Take the score you tabulated for each standard, and write it in below. (See p. 2 for how to score each standard using the rubric.) Add up your scores and <u>divide by 4</u> to get the overall score for your SSC.)

SCORE FOR STANDARD 1: _____

SCORE FOR STANDARD 2: _____

SCORE FOR STANDARD 3: _____

SCORE FOR STANDARD 4: _____

OVERALL SCORE (STAGE OF DEVELOPMENT) FOR SSC: _____

DEVELOPMENT PLAN FOR OUR SSC

Complete Development Plan as a group. List standards (up to two) and practices (up to four) that your SSC will work on to improve your operational capabilities. Then identify actions you will take to improve practices, and District (or other) resources needed to support improvement for each practice.

Standard	Practices	Actions SSC Will Take to Improve Practice and Person(s) Responsible	Resources, Technical Assistance or Training We Need to Address Practices