QuickScan for Education Recovery
SU/SD Self-Assessment

# Educational Support Teams

## SU/SD Coordination

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Core Feature** | **Not Yet Established** | **In Progress** | **Well-established**  | **Notes** |
| EST meeting time is a priority (e.g., part of the master schedule). |  |  |  |  |
| Equitable distribution of personnel across district’s schools.   |  |  |  |  |
| Interventions and supports are adequately funded.   |  |  |  |  |

## Clear Structure, Design, Protocols

| **Core Feature** | **Not Yet Established** | **In Progress** | **Well-established**  | **Notes** |
| --- | --- | --- | --- | --- |
| Documented team structure and norms.   |  |  |  |  |
| Documented communication protocols and process for all stakeholders.   |  |  |  |  |

## Data Collection and Visualization

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Core Feature** | **Not Yet Established** | **In Progress** | **Well-established**  | **Notes** |
| Sufficient resources and continuous professional development.   |  |  |  |  |
| Use of multiple data sources to inform decision making and monitor progress.  |  |  |  |  |
| Data trends in student need inform CNA process.  |  |  |  |  |

# Coordinated Curriculum

## SU/SD Coordination

| **Core Feature** | **Not Yet Established** | **In Progress** | **Well-established**  | **Notes** |
| --- | --- | --- | --- | --- |
| Curricula aligned horizontally across schools for all grade levels and content areas. |  |  |  |  |
| Curricula aligned vertically Pre-K through 12th grade, across schools and content areas; include proficiency-based graduation requirements. |  |  |  |  |
| Critical proficiencies and proficiency-based graduation requirements (PBGRs) defined at SU/SD level. |  |  |  |  |

## Clear Structure, Design, Protocols

| **Core Feature** | **Not Yet Established** | **In Progress** | **Well-established**  | **Notes** |
| --- | --- | --- | --- | --- |
| Standards-based student outcomes are focused on big ideas and essential skills. |  |  |  |  |
| All curricula are framed in research-based instructional practices to support first instruction for most students. |  |  |  |  |
| All curricula support personalized learning, flexible pathways, and accommodations/adaptations/ modifications by design. |  |  |  |  |
| Locally developed grade-level common assessments are directly connected to student outcomes identified in the curriculum. |  |  |  |  |

## Data Collection and Visualization

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Core Feature** | **Not Yet Established** | **In Progress** | **Well-established**  | **Notes** |
| Educators calibrate and discuss local assessment student data. |  |  |  |  |
| Curricula and LCAS coordination depicted through inventory, map, or crosswalk.  |  |  |  |  |

# Local Comprehensive Assessment System

## SU/SD Coordination

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Core Feature** | **Not Yet Established** | **In Progress** | **Well-established**  | **Notes** |
| Assessments aligned PreK-12 across schools and classrooms within a grade level  |  |  |  |  |
| Assessments aligned to clearly described standards & proficiencies for **ALL**contentareas and transferable skills. |  |  |  |  |

## Clear Structure, Design, Protocols

| **Core Feature** | **Not Yet Established** | **In Progress** | **Well-established**  | **Notes** |
| --- | --- | --- | --- | --- |
| System includes universal screeners, diagnostics, progress monitoring, formative andsummative assessments, performance assessments, and state assessments. |  |  |  |  |
| System includes learning progressions, learning targets, proficiency scales, and rubrics that support rigor and accessibility for all students. |  |  |  |  |
| System includes opportunities for student-designed assessment. |  |  |  |  |

## Data Collection and Visualization

| **Core Feature** | **Not Yet Established** | **In Progress** | **Well-established**  | **Notes** |
| --- | --- | --- | --- | --- |
| Data from multiple assessments used to generate evidence of student learning and inform personalized instruction and PLP development.  |  |  |  |  |
| Date from multiple measures determine assessment selection, instructional direction, and needs-based professional learning. |  |  |  |  |

# Needs-based Professional Development

## SU/SD Coordination

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Core Feature** | **Not Yet Established** | **In Progress** | **Well-established**  | **Notes** |
| SU/SD-sponsored PD aligned to CNA/CIP/CFP |  |  |  |  |
| Evidence of SU/SD structural support/design ensuring staff can engage in PD   |  |  |  |  |

## Clear Structure, Design, Protocols

| **Core Feature** | **Not Yet Established** | **In Progress** | **Well-established**  | **Notes** |
| --- | --- | --- | --- | --- |
| Staff PDPs align to SU/SD goals/priorities.  |  |  |  |  |
| SU/SD has a clear process to implement and document staff PDPs.  |  |  |  |  |
| SU/SD supports PD differentiated by role and experience   |  |  |  |  |
| Staff PDPs demonstrate goals for professional growth and alignment to SU/SD goals |  |  |  |  |

## Data Collection and Visualization

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Core Feature** | **Not Yet Established** | **In Progress** | **Well-established**  | **Notes** |
| SU/SD, school and staff PD activities are evaluated for impact on teacher practice.   |  |  |  |  |