***District Self-Assessment***

**Purpose Statement: To work jointly with districts using our Guiding Principles in a relational capacity to affirm and/or support focus areas of work.**

**Guiding Principles:**

The new joint work of Districts and County Offices:

1. shifts from compliance to a commitment for mutual capacity building for the purpose of producing measurable gains in student learning and achievement
2. fosters systemic collaboration to improve student outcomes
3. builds a culture of co-learning and reflective inquiry that leads to sustainable change
4. promotes a climate of candor, evidence, and urgency to take action

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| **COE directions for use of District Self-Assessment**   * ***ROLE OF COUNTY OFFICE:***   + *The COE will coordinate and facilitate the process with districts who are interested and/or those districts for whom there is evidence of a need for early intervention. It is intended to compliment and support the district LCAP process.*   + *The way this tool is used will vary in each district based on the district’s needs, relationships, and context.* |
| 1. ***Identifying districts for the Self-Assessment:***  * Select a district that can benefit from this process * Share with the district the time commitment (3 to 4 hours) * Clearly communicate purpose:   + - *To move from compliance to capacity building*     - *To self-identify or reaffirm 2-3 areas of focus within the District Self-Assessment*     - *To use research based effective practices (included within the Self-Assessment Companion Resource)*     - *To support a continuous improvement process*     - *To consider evidence to assist in the reflective process* * After an initial conversation with the district and before the scheduled meeting, consider sending the District Self-Assessment for the district to review |
| 1. ***During the meeting: (When facilitating)***  * *Let the district know “this is not a test” and they can feel free to ask questions at any time. This is their opportunity to collaboratively discuss and reflect where they see themselves on this continuum.* * *Listen, do not jump to solutions or judgments* * *In an effort to have different members of their cabinet speak, consider suggesting that they decide who will lead the conversation for each of the components, or, assign cabinet members as leads for different sections.* * *Ask:*    + *Where do you see your district on the continuum/rubric? (Ask different district representatives to share their ratings first within each of the questions.)*     - *If district scores high or low:*       * *“What did you consider in support of your ratings?” (Keep in mind that COEs can probe to drill down to all significant student subgroups: unduplicated pupils: Low Income, Foster Youth, Homeless, English Learners, Students with Disabilities, and appropriate ethnic subgroups when analyzing data.* * *Upon completion of each section, ask the district if there were areas that stood out that validated their current goals/focus areas and if there is anything that stood out that they might need to focus attention on.* * *Upon conclusion of the District Self-Assessment lead a discussion that:*   + *affirms district responses to findings already in place*   + *prioritizes or reaffirms top 2-3 areas of focus.*   + *identifies how they might communicate with key district stakeholders the findings and resulting priorities of the District Self-Assessment*   + *shares additional resources*   + *determines how the district would like to use the District Self Assessment Companion Resource (district wants the entire Companion Resource or a customized version that focuses on their reflecting their identified prioritized areas)* |
| *3****. After the Meeting:***   * *Schedule another gathering to review District Self-Assessment Companion Resource* * *Continue working relationship and commitment to continuous improvement* * *COE may schedule future support and collaboration with district* |

| **COMPONENT** | **DEFINITION** | **INDICATORS OF DISTRICT SUPPORT** | | | |
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|  |  | ***Leads to Continuous***  ***Improvement and***  ***Institutionalization (4)*** | ***Leads to Effective***  ***Implementation (3)*** | ***Raises Awareness (2)*** | ***Minimal, Absent, or Ineffective (1)*** |
| **1. Shared Beliefs, Vision, & Mission** | **1.1 DISTRICT VISION AND MISSION:** The district’s vision provides a collaboratively developed descriptive picture of a district’s preferred future as outlined in district plans (e.g., LCAP). The district’s mission is a collaboratively developed description of how the district will achieve its vision. Stakeholders involved in the process are representative of the district’s demographics and include students, parents, community members, university partners, teachers, staff, the Board of Education, and others.  Together the vision and mission guide district and school practices, policies, and goal development, resulting in increased student achievement embracing the concepts of “closing the gap” as well as “raising the bar” for all students. | 1. The alignment of the district’s vision, mission, and State Priorities with district and school plans, practices, and policies results in increased student achievement in **all schools** in the district as outlined in the district plans (e.g., LCAP). 2. **All schools** in the district have the capacity to lead school improvement using the district’s vision, mission, and State Priorities as outlined in the district plans (e.g, LCAP). 3. There is an **ongoing process** with stakeholders for supporting the link between the district’s vision and mission and site level school plans and improvement efforts. The district’s mission is a **collaboratively developed description** of how the district will achieve its vision. 4. The district’s vision, mission, values, and priorities are focused on the achievement and needs of all students, including significant/ unduplicated student subgroups. This vision **embraces** the concepts of “closing the gap” as well as “raising the bar.” Actions and services that are aligned to the district’s vision, mission, values, and priorities are **implemented consistently in all schools**. | 1. The alignment of the district’s vision, mission, and State Priorities with district and school plans, practices, and policies results in increased student achievement in the **majority** of schools in the district as outlined in the district plans (e.g., LCAP). 2. **A majority of schools** in the district have the capacity to lead school improvement using the district’s vision, mission, and State Priorities as outlined in the district plans (e.g, LCAP). 3. Stakeholders are **knowledgeable and supportive** of the district’s vision and mission. The district’s mission is a **description** of how the district will achieve its vision. 4. The district’s vision, mission, values, and priorities are planned for the achievement and needs of all students, including significant/ unduplicated student subgroups. This vision **addresses** the concepts of “closing the gap” as well as “raising the bar.” Actions and services that are aligned to the district’s vision, mission, values, and priorities are **implemented consistently in a majority of schools**. | 1. There is evidence that some alignment exists between district and school plans, practices, policies, and the vision and mission in all the district’s schools as identified in the district plans (e.g., LCAP), but it is **inconsistent** within the district’s schools. 2. **Few schools** in the district have the capacity to lead school improvement using the district’s vision, mission, and State Priorities as outlined in the district plans (e.g, LCAP). 3. Some stakeholders have **knowledge** of the district’s vision and mission. 4. Although the district’s vision, mission, values, and priorities **recognize the need** for actions to promote achievement of all students, including significant /unduplicated student subgroups, the actions and services are **not implemented consistently**. This vision attempts to address the concepts of “closing the gap” as well as “raising the bar.” | 1. There is **little or no connection** between the district’s vision and mission and the schools’ practices, policies, plans, and goal. 2. **Capacity building has not yet been a focus** for the district to enable schools to lead school improvement using the district’s vision, mission, and State Priorities as outlined in the district plans (e.g, LCAP). 3. **Few stakeholders are aware** of the district’s vision and mission. 4. There is **minimal implementation** of the actions and services to promote achievement of all students, including significant/unduplicated student subgroups that are aligned to the district’s vision, mission, values, and priorities. This vision **does not yet address** the concepts of “closing the gap” as well as “raising the bar.” |
| (If scored high/low) | **Evidence shared for 1.1:** | | | | |
|  | **1.2 DISTRICT PROMOTION OF POSITIVE SCHOOL CULTURE:** *District Promotion of Positive School Culture* reflects the norms, behaviors, and practices of a district that ensure staff and students are connected and valued. A growth mindset underlies the culture. | 1. The district’s processes to effectively promote positive school culture result in **clear, operational procedures** that are integrated into daily practice in **all** schools through communication, interaction, respect, and high-quality learning environments. 2. Parents and community members **understand and support** the norms, behaviors and practices that contribute to a positive school culture. 3. The values, norms, and behaviors that support improvement, learning and success of students are evident **throughout** the schools. 4. **A growth mindset** underlies a high commitment to continuous improvement across the district and is demonstrated by district leadership through aligned behaviors and systemic, well-coordinated actions. 5. The district **has built** a culture of commitment, collegiality, mutual respect, and stability. 6. Professional norms are **deeply embedded** in the culture of the district and include peer support, collaboration, trust, shared responsibility, and continuous learning for the adults in the system. | 1. The district’s processes to effectively promote positive school culture result in **clear, operational procedures** that are integrated into daily practice in **a majority** of schools through communication, interaction, respect, and high-quality learning environments. 2. Parents and community members **understand** the norms, behaviors and practices that contribute to a positive school culture. 3. The values, norms, behaviors, and practices that result in improvement are evident in **most** schools. 4. A commitment to continuous improvement across **most of** the district is demonstrated by district leadership through aligned behaviors and systemic, coordinated actions. 5. The district **is building** a culture of commitment, collegiality, mutual respect, and stability. 6. Professional norms **have been established**, including peer support, collaboration, trust, shared responsibility, and continuous learning for the adults in the system. | 1. The district has an **inconsistent or unevenly applied process** to effectively promote positive school cultures in all schools. 2. Parents and community members have been **informed** about the norms, behaviors and practices that contribute to a positive school culture. 3. The values and practices tied to improvement efforts are encouraged in **some** district schools. The actions are not always systemic, coordinated practices. 4. A commitment to continuous improvement is evident in **some of** the schools in the district. The actions are **not always** systemic, coordinated practices. 5. The district **has begun** to build a culture of commitment, collegiality, mutual respect, and stability. 6. Professional norms are **being developed**. | 1. The district has **limited or nonexistent processes** to effectively promote positive school cultures in all schools. 2. Parents and community members are **not aware of** the norms, behaviors and practices that contribute to a positive school culture. 3. The values and practices tied to improvement efforts are **limited** in the district schools. The actions are not systemic, coordinated practices. 4. **Few** schools demonstrate a commitment to continuous improvement. The actions are **not systemic,** coordinated practices. 5. The district has **not yet begun** to build a culture of commitment, collegiality, mutual respect, and stability. 6. Professional norms are **not yet** developed. |
| (If scored high/low) | **Evidence shared for 1.2:** | | | | |
|  | **1.3 DISTRICT SUPPORT FOR SAFE LEARNING ENVIRONMENTS AND STUDENT ENGAGEMENT:**  *District Support for Safe Learning Environments and Student Engagement* are in the district’s plans, programs, and strategies that include behavioral expectations and consequences for actions, as well as knowledge and skills needed by students and staff to promote safe physical, emotional, and social  environments. | 1. The district’s procedures that ensure safe and orderly environments are e**mbedded within daily practices at all of the district’s schools.** 2. Data analysis and ongoing assessment are **consistently used** to continuously improve safe learning environments and promote student engagement. 3. Parents **recognize and value** that safe learning environments are necessary for **each** school in the district. | 1. The district’s processes for ensuring safe and orderly environments in all schools **lead to maximized student learning, engagement, and staff effectiveness.** 2. Data analysis and assessment are **sometimes used to continuously improve** safe learning environments and promote student engagement. 3. Parents recognize that safe learning environments are necessary for **each** school in the district. | 1. The district’s implementation of procedures to ensure safe and orderly environments and promote student engagement in all its schools is **inconsistent, incomplete, or ineffective**. 2. **Some use** of data analysis and assessment to improve safe learning environments and promote student engagement is evident. 3. Parents **recognize and value** that safe learning environments are necessary **for their children’s school.** | 1. The district **lacks** procedures to prevent violence, foster a drug-free environment, promote student engagement, and/or create a safe learning environment in all its schools. 2. There is **limited use** of data analysis and assessment to improve safe learning environments and promote student engagement. 3. Parents **recognize** that safe learning environments necessary for **their children’s school.** |
| (If scored high/low) | **Evidence shared for 1.3:** | | | | |
| **2. Teaching, Learning, & Assessment** | **2.1: DISTRICT CURRICULUM AND INSTRUCTIONAL GUIDANCE:** *District Curriculum and Instructional Guidance* provides a **deliberate** district-wide picture with levels of expectations and specificity to what is taught in all grades and in all subject areas, including the core content, grade level benchmarks, instructional strategies, and assessments.  The framework provides curricular and instructional transitions between grades and disciplines within and among district schools. | 1. **All schools** consistently monitor, evaluate, and improve implementation of the curriculum and instruction framework to maintain the integrity of the CA content standards, content, grade level benchmarks, instructional strategies, and assessments for growth of student achievement. 2. The district provides and **facilitates** additional support to teachers and principals to implement the framework. 3. The district provides additional support for curricular and instructional transitions between grades and disciplines within and among **all** district **schools,** when necessary. | 1. The district process for supporting teachers and principals in the implementation of the curriculum and instruction framework results in rigorous and relevant curriculum, instruction, and assessment in a **majority** of schools as outlined in the district plans; e.g., LCAP. 2. The district (curriculum and instruction) framework **provides** for consistent curricular and instructional transitions between grades and disciplines within and among **a majority** district schools. | 1. The district has **developed a curriculum and instruction guide** including the core content, grade level benchmarks, instructional strategies, and assessments, 2. The district provides **inconsisten**t or **infrequent support** to teachers and principals for implementing in all schools. | 1. The district **does not have a curriculum and instruction framework** with levels of specificity to what is taught in all grades and in all subject areas, including the core content, grade level benchmarks, instructional strategies, and assessments. 2. The district **does not provide support** to teachers and principals for implementing in all schools. |
| (If scored high/low) | **Evidence shared for 2.1:** | | | | |
|  | **2.2: DISTRICT CURRICULUM ALIGNMENT:** *District Curriculum Alignment* describes the systematic and systemic processes, support, and training for the use of curriculum aligned with state and district standards, resulting in common, high expectations and a shared vocabulary for curriculum, instruction, and assessment. | 1. **All** schools ensure the use of California content and ELD standards-aligned curriculum in all of their classrooms. 2. **All schools** utilize the district’s established expectations and vocabulary for curriculum, instruction, and assessment to promote the school’s planning and implementation of improved instructional and assessment practices. 3. The district monitors the successful application of California content and ELD standards-aligned curriculum, classroom instruction, and assessment, and provides additional support **to all schools**. | 1. The district‘s processes, support, and training for the use of curriculum aligned to both the California content and ELD standards, and CAASPP and ELPAC assessments lead to common expectations and vocabulary for instruction, curriculum, and assessment that foster improvement of instructional and assessment practices in **a majority of schools and especially** the low-performing schools. 2. **A majority of schools** utilize the district’s established expectations and vocabulary for curriculum, instruction, and assessment to promote the school’s planning and implementation of improved instructional and assessment practices. 3. The district monitors the successful application of California content and ELD standards-aligned curriculum, classroom instruction, and assessment, and provides additional support **to a majority schools**. | 1. The district supports processes that result in curriculum aligned to the California content and ELD standards, and CAASPP and ELPAC assessments, **but provides little additional support or training** in all schools to ensure that common expectations and vocabulary for classroom instruction, curriculum, and assessment assist with the school’s improvement of instructional and assessment practices. 2. **Some schools** utilize the district’s established expectations and vocabulary for curriculum, instruction, and assessment to promote the school’s planning and implementation of improved instructional and assessment practices. 3. The district monitors the successful application of California content and ELD standards-aligned curriculum, classroom instruction, and assessment, and provides additional support **to some schools**. | 1. The district has provided **no resources** and/or processes to assist schools with curriculum alignment, resulting in no common vocabulary for classroom instruction, curriculum, and assessment. 2. The district **has not established** expectations and vocabulary for curriculum, instruction, and assessment to promote the school’s planning and implementation of improved instructional and assessment practices. |
| (If scored high/low) | **Evidence shared for 2.2:** | | | | |
|  | **2.3: DISTRICT SUPPORT FOR RESEARCH-BASED INSTRUCTION:** *District Support for CA Content Standards, Research-based Instruction* refers to the effective support that the district provides to teachers and schools regarding the use of research-based instructional strategies, materials, and assessments to effectively meet the needs of a wide range of student learners – including significant and unduplicated student subgroups – in their classrooms. | 1. The district requires, finances, supports, monitors, and evaluates the effectiveness of **all** of its schools’ implementation of research-based instructional strategies and assessments, resulting in multiple opportunities at the classroom level for all students to meet state standards. 2. The district provides additional targeted resources and training to support research-based instruction for **all** schools. 3. Referrals to intervention and Special Education have decreased **significantly.** | 1. The district requires, finances, supports, monitors, and evaluates the effectiveness of a **majority** of schools’ implementation of research-based instructional strategies and assessments, resulting in multiple opportunities at the classroom level for all students to meet state standards. 2. The district provides additional targeted resources and training to support research-based instruction fora **majority** of schools. 3. Referrals to intervention and Special Education have begun to decrease**.** | 1. The district requires, finances, supports, monitors, and evaluates the effectiveness of **some** schools’ implementation of research-based instructional strategies and assessments, resulting in multiple opportunities at the classroom level for all students to meet state standards. 2. The district provides additional targeted resources and training to support research-based instruction for **some** schools. 3. Referrals to intervention and Special Education have **maintained** the same**.** | 1. The district **infrequently** requires, finances, or supports the use of research-based instructional strategies, materials, or assessments. 2. The district has **not** provided targeted resources and training to support research-based instruction forschools. 3. Referrals to intervention and Special Education have **increased.** |
| (If scored high/low) | **Evidence shared for 2.3:** | | | | |
|  | **2.4: DISTRICT USE AND SUPPORT OF DATA TO CLOSE ACHIEVEMENT GAPS:** *District Use and Support of Data to Close Achievement Gaps* refers to practices and systems the district uses to address student, program, and school data to identify targeted areas for curriculum, instruction, and other program improvements to support the academic achievement and social and emotional well-being for all students, including significant and unduplicated students subgroups and their support of the school’s capacity to use a variety of data that can be disaggregated by student subgroups to make effective decisions that benefit students. | 1. The district has a **formal plan** to build capacity for school-based, data-driven decision making in all of its schools, especially its low-performing schools resulting in improved student achievement. 2. The district uses, **monitors and evaluates** the effectiveness of all its schools’ use of **data** to identify achievement gaps, and provides some **meaningful** feedback for implementing curriculum**,** instruction, and other program improvement to support all students, including significant and unduplicated student subgroups. 3. The district **monitors and evaluates** the effectiveness of **all** its schools’ use of data to improve curriculum, instruction, and other programs, and to appropriately support all students. 4. The district **regularly** provides additional resources to support all schools’ efforts to close the achievement gap, including significant and unduplicated student subgroups. 5. The district is **extensively involved and consistently supports all** school staff to use a variety of disaggregated student data to make decisions. 6. **All schools** are more self-sufficient in their capacity to make data-based decisions to close the achievement gap. | 1. The district recognizes a need and has a **plan** to build capacity for school-based, data-driven decision making in all of its schools, especially its low-performing schools resulting in improved student achievement. 2. The district **uses** data to identify achievement gaps, and provides some feedback for implementing curriculum**,** instruction, and other program improvement to support all students, including significant and unduplicated student subgroups. 3. The district uses data to provide **some support** for implementing curriculum, instruction, and other program improvement to support all students, including significant and unduplicated student subgroups. 4. The district **periodically** provides additional resources to support all schools’ efforts to close the achievement gap, including significant and unduplicated student subgroups. 5. The district is **involved and consistently supports a majority of** school staff to use a variety of disaggregated student data to make decisions. 6. **A majority of schools** are more self-sufficient in their capacity to make data-based decisions to close the achievement gap. | 1. The district recognizes the need, and has a **process** that supports the use of disaggregated student data for school-level decision making, but the **process is applied infrequently or inconsistently** at the low-performing schools. 2. The district uses data to identify achievement gaps, but **is infrequent and/or inconsistent** with its support to its schools in identifying targeted areas for curriculum, instruction, and other program improvements to support all students, including significant and unduplicated student subgroups. 3. The district uses data to provide **awareness** for implementing curriculum, instruction, and other program improvement to support all students, including significant and unduplicated student subgroups. 4. The district **sporadically** provides additional resources to support all schools’ efforts to close the achievement gap, including significant and unduplicated student subgroups. 5. The district is **involved and supports some** school staff to use a variety of disaggregated student data to make decisions. 6. **Some schools** are more self-sufficient in their capacity to make data-based decisions to close the achievement gap. | 1. The district **uses minimal or no assessment and/or other data to** identify achievement gaps, provide meaningful feedback for curriculum and instruction improvement, to support all students, including significant and unduplicated student subgroups. 2. The district is not using data to identify achievement gaps.   D. The district **fails to** provide additional resources to support all schools’ efforts to close the achievement gap, including significant and unduplicated student subgroups.  E. The district is not **involved in supporting** school staff in using disaggregated student data to make decisions.  F. **Schools** have not reached the level of self-sufficiency in their capacity to make data-based decisions to close the achievement gap. |
| (If scored high/low) | **Evidence shared for 2.4:** | | | | |
|  | **2.5: DISTRICT SUPPORT FOR INTERVENTIONS AND EXTENDED LEARNING OPPORTUNITIES:** *District Support for Interventions and Extended Learning Opportunities* refers to the system of multi-tiered support that schools use to ensure that students performing below grade level have access to interventions and extended learning opportunities that ensure struggling students in all schools are making progress. These strategies can include: tutoring, summer school, intersession courses, after-school programs, and extended learning opportunities within the school day. | 1. **All** schools implement a systematic approach to using interventions to meet the needs of struggling students**.** 2. **All** schools implement a systematic approach to using extended learning opportunities to meet the needs of struggling students. 3. The district has an **ongoing** process to monitor interventions for their impact and to ensure that every struggling student(s) is/ are not being eliminated from higher level learning opportunities. 4. Interventions are **consistently** **modified** based on formative data to more effectively meet the learning needs of all students. 5. **Extended learning opportunities are consistently** **modified** based on formative data to more effectively meet the learning needs of all students. | 1. **A majority of** schools implement a systematic approach to using interventions to meet the needs of struggling students**.** 2. **A majority of** schools implement a systematic approach to using extended learning opportunities to meet the needs of struggling students. 3. The district has a **periodic** processto monitor interventions for their impact. 4. Interventions are **consistently** **modified** based on a variety of data sources to meet the learning needs of all students. 5. **Extended learning opportunities are consistently** **modified** based on a variety of data sources to meet the learning needs of all students. | 1. **Some** schools implement a systematic approach to using interventions to meet the needs of struggling students**.** 2. **Some** schools implement a systematic approach to using extended learning opportunities to meet the needs of struggling students. 3. The district has a **sporadic** processto monitor interventions for their impact. 4. Interventions are **considered for** **modification yearly** based on a variety of data sources to meet the learning needs of all students. 5. **Extended learning opportunities** are **considered for** **modification yearly** based on a variety of data sources to meet the learning needs of all students. | 1. Schools have **not yet implemented** a systematic approach to using interventions to meet the needs of struggling students**.** 2. The district has not yet implemented a systematic approach to using extended learning opportunities to meet the needs of struggling students. 3. The district has not yet developed a processto monitor interventions for their impact. 4. Interventions are **not** **modified** to more effectively meet the learning needs of all students. 5. **Extended learning opportunities** are **not** **modified** to more effectively meet the learning needs of all students. |
| (If scored high/low) | **Evidence shared for 2.5:** | | | | |
| **3. Leadership & Governance** | **3.1: DISTRICT SUPPORT FOR LEADERSHIP— DISTRICT ADMINISTRATIVE LEADERSHIP TEAM AND BOARD OF EDUCATION:**  *District Support for Leadership—District Administrative Leadership Team and Board of Education* refers to the district administration and the Board’s critical role in aligning policies, resources, and funding to the district’s goals and priorities, and overseeing the impact of those funds. | The district administrative leadership team, **in collaboration with the Board of Education** **aligns** policies, resources, and funding to the district’s goals and priorities, and oversees the impact of those funds. | The **district administrative leadership team ensures** district policies, resources, and funding will address the district’s goals and priorities to increase student achievement. | The **district administrative leadership team targets** district funds and resources to increase student achievement. | The district administrative leadership team **lacks** clear targets and alignment of district funds and resources to increase student achievement. |
| (If scored high/low) | **Evidence shared for 3.1:** | | | | |
|  | **3.2: DISTRICT SUPPORT FOR LEADERSHIP - DISTRICT OFFICE AND SITE ADMINISTRATORS:**  *District Support for Leadership - District Office and Site Administrators* refers to the critical relationship between district and site leadership in planning, monitoring, and decision making regarding district programs and the use of resources that address improved student achievement. | The district’s planning, monitoring, and decision making processes include an **ongoing systematic and coordinated review** of how effectively district and site administrators collaborate, assess district programs, use resources, and how these practices impact student achievement, including significant/unduplicated student subgroups. | The district provides **structured, regular opportunities** of how effectively district and site administrators collaborate, assess district programs, use resources, and how these practices impact student achievement, including significant/unduplicated student subgroups. | The district provides **some opportunities** of how effectively district and site administrators collaborate, assess district programs, use resources, and how these practices impact student achievement, including significant/unduplicated student subgroups. | The district and site administrators **operate independently with few opportunities for collaboration** of how effectively district and site administrators collaborate, assess district programs, use resources, and how these practices impact student achievement, including significant/unduplicated student subgroups. |
| (If scored high/low) | **Evidence shared for 3.2:** | | | | |
|  | **3.3: DISTRICT SUPPORT FOR TEACHER LEADERSHIP FOR STUDENT ACHIEVEMENT:**  *District Support for Teacher Leadership for Student Achievement* recognizes the critical role that districts play in building teacher ownership of student achievement by providing opportunities for teachers to collaboratively plan and work together on school improvement and professional development. | The district partners with schools in promoting student achievement by deliberately building and **sustaining** teacher leadership through support of teacher opportunities for collaborative planning, school improvement planning, and professional development planning opportunities. | The district partners with schools in promoting student achievement by deliberately **building** teacher leadership through support of teacher opportunities for collaborative planning, school improvement planning, and professional development planning opportunities. | The district has **begun acknowledging** the role that teacher leadership plays in increasing student achievement, but efforts to support and build teacher leadership are in development. | The district has **little or no** evidence of building teacher leadership. |
| (If scored high/low) | **Evidence shared for 3.3:** | | | | |
| **4. Professional Development for All** | **4.1: DISTRICT PROFESSIONAL DEVELOPMENT PLAN:**  *District Professional Development Plan*, organized around district mission, vision, goals, and program priorities, is a long-term, systematic, comprehensive, standards- driven approach created collaboratively to serve the PD needs at all levels providing a structure for providing high quality learning opportunities to all levels of district staff that focus on improving student learning and achievement, including unduplicated students. | 1. The district has adopted a **multi-year**, standards-based professional development plan, based on data and a needs assessment and organized around a comprehensive set of program priorities. 2. The plan has been successfully implementedand **is sustained** and regularly revised in order to meet the needs and goals of all students and staff. | 1. The district has adopted a **single year**, standards-based professional development plan, based on data and a needs assessment and organized around a comprehensive set of program priorities. 2. The plan has been **successfully implemented** and considered for revision each year in order to meet the needs and goals of all students and staff. | 1. The district offers a variety of **professional development activities** but it is not a collaboratively created, standards-based, comprehensive plan reflective of district and program priorities that is focused on improving student learning and achievement. 2. The activities have been **successfully implemented** and considered for revision each year in order to meet the needs and goals of all students and staff. | The district offers professional development based on the desires of teachers. |
| (If scored high/low) | **Evidence shared for 4.1:** | | | | |
|  | **4.2: DISTRICT SUPPORT OF NEW TEACHERS:** *District Support of New Teachers* is a component of the systematic process that the district has implemented to support the teachers’ orientation and mentoring needs. | 1. The district provides intensive and targeted support of new teachers through **orientation, coaching, and mentoring** programs. 2. The district **monitors and evaluates the effectiveness** of its efforts to improve orientation, coaching, and mentoring programs. | 1. The district provides intensive and targeted support of new teachers through **orientation and mentoring** programs. 2. The district **monitors** **the effectiveness** of its efforts to improve orientation and mentoring programs. | 1. The district provides support of new teachers through **orientation** programs. 2. The district **monitors** **the effectiveness** of its efforts to improve orientation programs. | The district has **little or no** evidence of an organized system for the orientation and mentoring of new teachers. |
| (If scored high/low) | **Evidence shared for 4.2:** | | | | |
|  | **4.3: DISTRICT SUPPORT FOR COLLABORATION TEAMS:**  *District support for Collaboration Teams* (i.e., PLCs) are used to establish focused coherence and build the skills of school staff to collect and analyze data, with an emphasis placed on data related to significant/unduplicated student subgroups, and the attainment of specific targets in order to make recommendations for actions and monitor the effectiveness of those actions. | 1. The district **frequently monitors** the results of PLCs and revises district supports and resources as necessary. 2. Collaboration teams **regularly and systematically collect** **and analyze** data, including significant/unduplicated student subgroups, monitor the effectiveness of programs and practices, and make necessary revisions to actions in order to continuously increase student achievement. | 1. The district **monitors** results and revises district supports and resources as necessary. 2. Collaboration teams **periodically collect and analyze** data, including significant/unduplicated student subgroups, monitor the effectiveness of programs and practices, and make revisions to actions in order to increase student achievement. | 1. The district **infrequently monitors** results and makes changes to district supports and resources. 2. Collaboration teams **sporadically collect and analyze** data, including significant/unduplicated student subgroups, District provides training and/or support for collaboration teams to collect and analyze data on student performance. Collaboration teams identify needs with little to no actions or minimal impact on student achievement. | 1. The district **does not monitor** results and revises district supports and resources as necessary. 2. Do **not collect nor analyze data** as collaboration teams. |
| (If scored high/low) | **Evidence shared for 4.3:** | | | | |
|  | **4.4: DISTRICT SUPPORT OF PRINCIPALS AS INSTRUCTIONAL LEADERS:** *District Support of Principals as Instructional Leaders* refers to how the district ensures that school building administrators monitor, supervise, and support instruction as their top priority and ensures that district leaders implement a system of interventions that addresses the needs of students performing below grade level. | 1. The district **systematically uses** the results of principal evaluations and school monitoring to support building administrators and other leaders in improving student learning. 2. The district **provides resources and ongoing support** to principals to implement a comprehensive system of interventions for students below grade level. | 1. The district **uses** the results of principal evaluations and school monitoring to support building administrators and other leaders in improving student learning. 2. The district **provides resources** to principals to implement a system of interventions for students below grade level. | 1. The district articulates the link between instructional leadership, staff effectiveness, and student achievement to building administrators and **provides some support** to administrators. 2. The district **provides little/no differentiated support** for improving student learning and planning interventions for low performing students. | 1. The district provides **little/no suppor**t to administrators and other leaders for instructional leadership and 2. The district **does not support** the implementation of a system of interventions for students performing below grade level. |
| (If scored high/low) | **Evidence shared for 4.4:** | | | | |
|  | **4.5: DISTRICT SUPPORT OF ORIENTATION AND MENTORING FOR PRINCIPALS:** *District Support of Orientation and Mentoring for Principals* is a systematic process that the district has implemented to support the orientation and mentoring needs of new principals and the on-going learning of all principals. | 1. The **district monitors and evaluates the effectiveness** of its efforts to improve orientation and mentoring programs to address the changing needs of new principals that results in continuous improvement of district services to administrators. 2. The **district continually designs and evaluates** the impact of professional development programs and strategies for principals. | 1. The **district monitors the effectiveness** of its system for the orientation and mentoring of principals to improve the program and address the changing needs of schools. 2. The **district provides** ongoing learning opportunities for principals. | 1. The **district has a system** for the orientation and mentoring of new principals, but it is not aligned with the identified goals of the district and little monitoring and improvement of the system occurs. 2. There are **few and inconsistent** learning opportunities for principals. | 1. The **district has little or no evidence of an organized system** for the orientation and mentoring of principals. 2. **No evidence** of systematic ongoing learning opportunities for all principals. |
| (If scored high/low) | **Evidence shared for 4.5:** | | | | |
| **5. Infrastructure Alignment (Data and Access to Resources)** | **5.1: DISTRICT DEVELOPMENT OF A DATA SYSTEM FOR SCHOOL IMPROVEMENT**  *District Development of a Data System for School Improvement* is a comprehensive and systematic process developed by the district for collecting and using a variety of data that can be disaggregated by student subgroups. The data system is accessible to school staff and includes strategies for stakeholders to continuously provide feedback. | The district **has a systematic and comprehensive** system of  targeted data that can be  disaggregated by student  subgroups, is enhanced and  improved continuously, and  includes structures for  stakeholders to access data and provide feedback. The system is user-friendly and accessible. | The district **has a**  **comprehensive** system of  targeted data that can be  disaggregated by student  subgroups. The system is  user-friendly and accessible. | The district **has a** system of  targeted data that can be  disaggregated by student  subgroups. The system may not be user-friendly and accessible. | The district **does not have** a comprehensive system  for gathering and reporting disaggregated data related to  student achievement. |
| (If scored high/low) | **Evidence shared for 5.1:** | | | | |
|  | **5.2:** **DISTRICT USE OF DATA FOR RESOURCE ALLOCATION TO IMPROVE STUDENT LEARNING:**  *District Use of Data for Resource Allocation to Improve Student Learning* refers to a district system for targeting resources, including money, staff, professional development, materials, and additional support to schools based on the analysis of a variety of data that is disaggregated by student subgroups to determine district and school needs. | 1. The district **has a systematic continuous improvement process** involving **multiple stakeholders** who use a variety of data that are proactively disaggregated by student subgroups to allocate resources in order to improve district operations and meet critical learning needs of students. 2. The **system is continuously evaluated and refined** to improve resource allocation to meet the needs of the schools and the district. | 1. The district **has a continuous improvement process** involving **multiple stakeholders** who use a variety of data that are disaggregated by student subgroups to allocate resources in order to improve district operations and meet critical learning needs of students. 2. The **system is evaluated and refined** to improve resource allocation to meet the needs of the schools and the district. | 1. The district **has a process** to use data. The district uses data that is disaggregated by student subgroups to make some adjustments based on performance and operational needs. 2. The **system may be periodically refined** to improve resource allocation. | 1. The **district does not have a process** to consistently use disaggregated student data to make decisions related to resource allocations/ adjustments to improve district operations and meet critical learning needs of students. 2. There is **no provision for refining the process**. |
| (If scored high/low) | **Evidence shared for 5.2:** | | | | |
|  | **5.3: DISTRICT RECRUITMENT AND RETENTION OF HIGHLY QUALIFIED, EXPERIENCED TEACHERS:**  *District Recruitment and Retention* refers to a proactive, structured system for the formation and maintenance of a highly qualified teacher pool based on historic knowledge of the needs of schools in the district. The district may partner with universities and/or businesses to develop teacher training programs. | The district **actively recruits and retains** highly effective and qualified teachers. A very structured system of recruiting and screening potential candidates has been developed. District policies and procedures enable schools to move early and quickly when identifying needs and selecting staff. The district monitors and evaluates the effectiveness of its efforts to recruit, place, and retain highly qualified, effective, and experienced teachers in its neediest schools. | The district **recruits and places** highly qualified, effective, and experienced teachers in its neediest schools. District policies and procedures enable schools to move early and quickly when identifying needs and selecting staff. The District has identified strategies to improve teacher retention. | The district **attempts to recruit and place** highly qualified, effective, and experienced teachers in its neediest schools and identifies strategies to improve school climate/culture and the retention of those teachers. | The district has little or **no evidence that it prioritizes recruitment and placement** of its most effective teachers in its neediest schools. |
| (If scored high/low) | **Evidence shared for 5.3:** | | | | |
|  | **5.4: DISTRICT USE OF FISCAL RESOURCES:**  *District Use of Fiscal Resources* refers to how districts use fiscal resources from local, state, and federal programs to achieve their goals and priorities, and how those resources are coordinated in the district. | The district **has an ongoing process to evaluate and improve the use of fiscal resources** and collaboration among programs and departments that are responsible for various funding sources. This evaluation and collaboration allows the district to more effectively achieve its goals and priorities in its low-performing schools. | The district **has a process to evaluate and improve the use of fiscal resources** and collaboration among programs and departments that are responsible for various funding sources. Carryover of school improvement funds only occurs when funds are allocated for future support of specific school improvement activities. | The district **has attempted to create a centralized plan for coordinating school improvement,** but there are gaps in coordination and targeting of funding to the low-performing schools. School improvement funds that are returned or carried over are generally ten percent or less of the original allocation. | The district **has no centralized plan for allocating and coordinating school improvement resources** to its low-performing schools. The district frequently turns back funds available for school improvement from state and federal resources. |
| (If scored high/low) | **Evidence shared for 5.4:** | | | | |
| **6. Clear & Collaborative Relationships** | **6.1 DISTRICT COMMUNICATION WITH**  **STAKEHOLDERS:**  *District Communication with Stakeholders* is a key strategy to foster two-way communication between stakeholders and the district by systematically gathering input on important topics and sharing information to collectively achieve the district vision and mission. Stakeholders are representative of the district’s demographics and include students, parents, community  members, university partners, teachers, staff, the Board of Education, and others. | 1. The district supports **ongoing, systemic, formal two-way** structures for communicating with key stakeholders in all its schools. These structures are assessed for their effectiveness, and continuous improvements are made. 2. The districtensures that critical parent information is **readily available in accessible formats and languages** spoken by families in the district. | 1. The district has **formal, two-way** structures for listening and communicating with stakeholders in all its schools that result in meaningful feedback and building positive relationships. 2. The districtprovides parent information in **accessible formats and languages** spoken by families in the district. | 1. The district has an **initial** plan or **informal** structures in place to address communication with stakeholders about all its schools, but these structures provide few ongoing opportunities to gather feedback, input, or updates from stakeholders. 2. The districtprovides basic, parent information in **most** languages spoken by families in the district. | 1. The district has **no** formal structures for listening to and communicating with stakeholders about all its schools. 2. The districtmakes available parent information in the **largest language groups** spoken by families in the district. |
| (If scored high/low) | **Evidence shared for 6.1:** | | | | |
|  | **6.2 DISTRICT COMMUNITY**  **PARTNERSHIPS:**  *District Community Partnerships* enhance the achievement of students by providing external resources that benefit the district and its schools. | 1. Partnerships between district and community agencies/organizations are **structured, self-sustaining, and continuously developing** with a focus on increasing student performance in all schools. 2. Partnerships are **regularly assessed** for their impact on student/school success and are responsive to changing needs. | 1. **Partnerships** between district and outside community agencies/ organizations assist with aspects of student learning and success, resulting in increased student performance in all schools. 2. Partnerships are **occasionally assessed** for their impact on student/ school success and are generally responsive to changing needs. | 1. The district has **fragmented or informal** partnerships with outside resources and community agencies/ organizations with little focus on addressing the needs of the students and schools. 2. Partnerships are **rarely assessed** for their impact on student/school success, and are not adjusted to meet changing needs. | 1. The district has **limited or nonexistent** partnerships with outside resources and community agencies/ organizations to better meet the needs of the schools. 2. Partnerships are **not assessed** for their impact on student/school success, and do not address changing needs. |
| (If scored high/low) | **Evidence shared for 6.2:** | | | | |
|  | **6.3 STAKEHOLDER ENGAGEMENT:** District engages all stakeholders in the planning and implementing processes. Recruit participation of family and community members who are representative of the student population. | 1. **Meaningful engagement** of parents, pupils, and other stakeholders, including those representing the subgroups, is **ongoing** as part of the district planning and implementing processes. 2. The district **ensures that parent representation on committees reflects** the composition of the school/district student body. | 1. **Meaningful engagement** of parents, pupils, and other stakeholders, including those representing the subgroups, is part of the district planning and implementing process. 2. The district has **policies that encourage parent representation on committees that reflect the composition** of the school/district student body. | 1. **Some engagement** of parents, pupils, and other stakeholders, including those representing the subgroups, is part of the district planning and implementing process. 2. Parent representation on committees **usually reflects** the composition of the school/district student body. | 1. There is **minimal engagement** of parents, pupils, and other stakeholders, including those representing the subgroups as part of the district planning and implementing process. 2. Parent representation on committees is **not reflective** of the composition of the school/district student body. |
| (If scored high/low) | **Evidence shared for 6.3:** | | | | |

Resources by Component:

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| 1.Shared Beliefs, Vision, & Mission | 1. Building Blocks of Integrated Academic District Support <http://region3support.org/files/resources/Building%20Blocks%20of%20Academic%20Support%20Final%20SCOE.pdf> 2. Characteristics of Successful Districts <http://dpi.wi.gov/statewide-system-of-support/successful-districts> 3. Characteristics of School Districts that are Exceptionally Effective in Closing the Achievement Gap <http://ecadmin.wdfiles.com/local--files/at-risk-children-families/Characteristics%20of%20Schools%20-%20Closing%20Gap.pdf> 4. Fullan, M., & Quinn, J. (2016). *Coherence: The right drivers in action for schools, districts, and systems*. 5. Characteristics of Improved School Districts (Washington) <http://www.k12.wa.us/research/pubdocs/DistrictImprovementReport.pdf> 6. Characteristics of School Districts that are Exceptionally Effective in Closing the Achievement Gap <http://ecadmin.wdfiles.com/local--files/at-risk-children-families/Characteristics%20of%20Schools%20-%20Closing%20Gap.pdf> |
| 2. Teaching, Learning, & Assessment | 1. Building Blocks of Integrated Academic District Support <http://region3support.org/files/resources/Building%20Blocks%20of%20Academic%20Support%20Final%20SCOE.pdf> 2. Characteristics of Successful Districts <http://dpi.wi.gov/statewide-system-of-support/successful-districts> 3. Characteristics of School Districts that are Exceptionally Effective in Closing the Achievement Gap <http://ecadmin.wdfiles.com/local--files/at-risk-children-families/Characteristics%20of%20Schools%20-%20Closing%20Gap.pdf> 4. Characteristics of Improved School Districts (Washington) <http://www.k12.wa.us/research/pubdocs/DistrictImprovementReport.pdf> 5. Characteristics of School Districts that are Exceptionally Effective in Closing the Achievement Gap <http://ecadmin.wdfiles.com/local--files/at-risk-children-families/Characteristics%20of%20Schools%20-%20Closing%20Gap.pdf> |
| 3. Leadership & Governance | 1. The 20 Non-Negotiable Characteristics of Higher Performing School Systems <https://www.act.org/research/policymakers/pdf/Non-Negotiable-Characteristics.pdf> 2. Building Blocks of Integrated Academic District Support <http://region3support.org/files/resources/Building%20Blocks%20of%20Academic%20Support%20Final%20SCOE.pdf> 3. Characteristics of Successful Districts <http://www.p12.nysed.gov/accountability/AOC/resources/articles/CharacteristicsofSuccessfulDistricts.pdf> |
| 4. Professional Development for All | 1. Building Blocks of Integrated Academic District Support <http://region3support.org/files/resources/Building%20Blocks%20of%20Academic%20Support%20Final%20SCOE.pdf> 2. Characteristics of Successful Districts <http://www.p12.nysed.gov/accountability/AOC/resources/articles/CharacteristicsofSuccessfulDistricts.pdf>   3. Characteristics of Improved School Districts <http://www.k12.wa.us/research/pubdocs/DistrictImprovementReport.pdf>  4. Characteristics of School Districts that Are Exceptionally Effective in Closing the Achievement Gap <http://ecadmin.wdfiles.com/local--files/at-risk-children-families/Characteristics%20of%20Schools%20-%20Closing%20Gap.pdf>  5. Fullan, M., & Quinn, J. (2016). *Coherence: The right drivers in action for schools, districts, and systems*.  6. The 20 Non-Negotiable Characteristics of Higher Performing School Systems <https://www.act.org/research/policymakers/pdf/Non-Negotiable-Characteristics.pdf>  7. High Reliability Organizations in Education  <http://files.eric.ed.gov/fulltext/ED544261.pdf> |
| 5. Infrastructure Alignment (Data, Fiscal, Human Resources, Evaluation) | 1. The 20 Non-Negotiable Characteristics of Higher Performing School Systems <https://www.act.org/research/policymakers/pdf/Non-Negotiable-Characteristics.pdf> 2. Building Blocks of Integrated Academic District Support <http://region3support.org/files/resources/Building%20Blocks%20of%20Academic%20Support%20Final%20SCOE.pdf> 3. Characteristics of Successful Districts <http://www.p12.nysed.gov/accountability/AOC/resources/articles/CharacteristicsofSuccessfulDistricts.pdf> |
| 6.Clear & Collaborative Relationships | 1. Building Blocks of Integrated Academic District Support <http://region3support.org/files/resources/Building%20Blocks%20of%20Academic%20Support%20Final%20SCOE.pdf> 2. Characteristics of Successful Districts <http://dpi.wi.gov/statewide-system-of-support/successful-districts> 3. *Family Engagement Framework (CDE, 2014)* [*http://www.cde.ca.gov/ls/pf/pf/documents/famengageframeenglish.pdf#search=family%20engagement%20framework&view=FitH&pagemode=none*](http://www.cde.ca.gov/ls/pf/pf/documents/famengageframeenglish.pdf#search=family%20engagement%20framework&view=FitH&pagemode=none) |

Glossary:

**LCAP**: Local Control Accountability Plan

**Stakeholders**: may include community members, parents, staff, students, teachers, university partners, the Board of Education, and others