

District Four Domains Diagnostic Rubric

DOMAIN 1: Leadership for Rapid School Improvement	DOMAIN 2: Talent Management	DOMAIN 3: Instructional Transformation	DOMAIN 4: Culture and Climate Shift
Equity Focus for Each Domain			
1.1: Mission, Vision, & Values <ul style="list-style-type: none"> <input type="checkbox"/> Mission, Vision, and Values <input type="checkbox"/> Mission- and Vision-informed Decision-making <input type="checkbox"/> Board Support 	2.1: Recruitment and Retention <ul style="list-style-type: none"> <input type="checkbox"/> Recruitment <input type="checkbox"/> Hiring <input type="checkbox"/> Retention <input type="checkbox"/> Collaboration with Education Associations <input type="checkbox"/> Board Support 	3.1: District Vision for Instruction <ul style="list-style-type: none"> <input type="checkbox"/> District Vision for Instruction <input type="checkbox"/> Curriculum <input type="checkbox"/> Board Support 	4.1: Collaboration and Celebration <ul style="list-style-type: none"> <input type="checkbox"/> Collaboration <input type="checkbox"/> Celebration <input type="checkbox"/> Board Support
1.2: Continuous Improvement <ul style="list-style-type: none"> <input type="checkbox"/> District Goal setting & Progress Monitoring <input type="checkbox"/> School Goal Setting & Progress Monitoring <input type="checkbox"/> Board Support 	2.2: Talent Development <ul style="list-style-type: none"> <input type="checkbox"/> Professional Development (PD) <input type="checkbox"/> Observation and Feedback <input type="checkbox"/> Principal Coaching <input type="checkbox"/> Parallel Learning <input type="checkbox"/> Talent Pipelines <input type="checkbox"/> Board Support 	3.2: Assessment Systems and Data Culture <ul style="list-style-type: none"> <input type="checkbox"/> Assessments <input type="checkbox"/> Data Dashboard <input type="checkbox"/> Data Meetings <input type="checkbox"/> High-Leverage Structures <input type="checkbox"/> Board Support 	4.2: Family and Stakeholder Engagement <ul style="list-style-type: none"> <input type="checkbox"/> District Stakeholder Input <input type="checkbox"/> School Stakeholder Input <input type="checkbox"/> Family Engagement <input type="checkbox"/> Board Support
1.3: Supports for Low-Performing Schools <ul style="list-style-type: none"> <input type="checkbox"/> Leadership <input type="checkbox"/> Strategic Focus <input type="checkbox"/> Intentional Tiering <input type="checkbox"/> Understanding State and Federal Accountability <input type="checkbox"/> Resources <input type="checkbox"/> Board Support 	2.3: Evaluation <ul style="list-style-type: none"> <input type="checkbox"/> Purpose of Evaluation vs. Coaching <input type="checkbox"/> Leveraging Excellence <input type="checkbox"/> Address Underperformance <input type="checkbox"/> Board Support 	3.3: Systems of Student Supports <ul style="list-style-type: none"> <input type="checkbox"/> Multi-Tiered System of Supports (MTSS) <input type="checkbox"/> Post-secondary and Workforce Readiness (PSWR) <input type="checkbox"/> Board Support 	

Note: This rubric is based on WestEd and the Center for School Turnaround's [Four Domains of Rapid School Improvement](#) and [District Readiness to Support School Turnaround](#), as well as [Colorado's Four Domains of Rapid School Improvement](#).

DOMAIN 1: Leadership for Rapid School Improvement

DOMAIN 1 Equity Focus

- The district acknowledges its own past or present implicit biases and takes action to mitigate them.
- The district’s mission, vision, and decision making processes are consistently and intentionally inclusive of the experiences of traditionally underserved stakeholders.
- The district’s prioritization of equity is reflected in the district mission, vision, and values.
- The district’s goals and performance management expectations and competencies consistently and explicitly include consideration of DEI (Diversity, Equity, & Inclusion) and culturally responsive pedagogy and teaching practices.
- Consistent data analysis illuminates gaps across student groups and subgroups over time that informs ambitious goals aimed to close achievement gaps. The district’s goal setting and progress monitoring consistently include consideration of equitable outcomes for traditionally underserved stakeholders.
- The district consistently and systematically provides substantial supports and resources, beyond what is required, for the additional needs of MLLs, students with special needs, students who qualify for free- and reduced-price lunch, and other underserved groups.

Indicator	Below Standard	Developing	Proficient	Exemplary
1.1: Mission, Vision, & Values	<p><input type="checkbox"/> Mission, Vision, and Values - The district lacks a clear mission and vision that communicates district values.</p> <p><input type="checkbox"/> Mission- and Vision-informed Decision Making - The board, superintendent, and district do not ground decision making in the district’s mission and vision.</p> <p><input type="checkbox"/> Board Support - The board’s actions do not support district leadership in developing goals based on community engagement and allocating funding and support for the district’s mission and vision and transformation efforts.</p>	<p><input type="checkbox"/> Mission, Vision, and Values - The process to develop the district’s mission and vision may not involve representation from key stakeholder groups or may lack transparency. The district has a mission and vision, but the mission and vision do not clearly communicate the district’s values or elevate student achievement as a priority. Communication about the district’s mission, vision, and values may not be intentional.</p> <p><input type="checkbox"/> Mission- and Vision-informed Decision Making - The board, superintendent, and district ground some types of decision making in the district’s mission and vision or inconsistently communicate to stakeholders how decisions support the mission and vision.</p> <p><input type="checkbox"/> Board Support - The board occasionally allocates funding in support of the district’s mission, vision, and transformation efforts based on district recommendations, policies, and desired outcomes.</p>	<p><input type="checkbox"/> Mission, Vision, and Values - The district engages in a transparent process involving key stakeholders from the district and community to develop their mission and vision and articulate their values. The district mission and vision are focused on student achievement, communicate district values, and are intentionally shared with all stakeholders through a variety of ways (e.g. social media, presentations, district website, communications to families, etc.).</p> <p><input type="checkbox"/> Mission- and Vision-informed Decision Making - The board, superintendent, and district ground all decisions (academic, infrastructure, fiscal, human resource, operational, etc.) in the district’s mission and vision and consistently communicate to all stakeholders how decisions support the mission and vision.</p> <p><input type="checkbox"/> Board Support - The board consistently allocates funding in support of the district’s mission, vision, and transformation efforts based on district recommendations, policies, and desired outcomes.</p>	<p>In addition to Proficient:</p> <p><input type="checkbox"/> Mission, Vision, and Values - The district has developed clear look-fors for their mission, vision, and values that are visible at both the district and school levels.</p> <p><input type="checkbox"/> Mission- and Vision-informed Decision Making - The district clearly distinguishes between areas of high organizational consistency to support its mission, vision, and values and areas where schools are empowered to make decisions based on their unique needs. These distinctions are grounded in the best interest of students.</p> <p><input type="checkbox"/> Board Support - The board takes proactive efforts to collaborate with district leadership in developing goals based on community feedback and supporting the district’s mission and vision and transformation efforts.</p>

Indicator	Below Standard	Developing	Proficient	Exemplary
<p>1.2: Continuous Improvement</p>	<p>❑ District Goal Setting and Progress Monitoring - The district does not identify 2-4 major improvement strategies. The district may have goals, but the goals are not specific, measurable, or are not communicated clearly to stakeholders.</p> <p>❑ School Goal Setting and Progress Monitoring - The district does not take an active role in identifying major improvement strategies or goal setting with schools.</p> <p>❑ Board Support - The board occasionally monitors progress toward district goals but does not specifically monitor the results of policies related to school transformation.</p>	<p>❑ District Goal Setting and Progress Monitoring - The district identifies 2-4 major improvement strategies; however, they may be misaligned to data, unclear, or not high leverage. The district sets specific, measurable, and attainable goals that may not be aligned to district major improvement strategies. Goals may not be ambitious or may not include both student outcomes and systems implementation. The district communicates goals to all stakeholders.</p> <p>❑ School Goal Setting and Progress Monitoring - The district supports schools in identifying 2-3 major improvement strategies; however, they may be misaligned to data, unclear, or not high leverage. The district supports schools in setting goals, but goals may not be specific, measurable, ambitious, attainable, or aligned to the school's major improvement strategies or achievement gaps.</p> <p>❑ Board Support - The board occasionally monitors progress toward district goals and the results of policies related to school transformation.</p>	<p>❑ District Goal Setting and Progress Monitoring - The district uses state and local data to identify 2-4 high leverage major improvement strategies. The district sets specific, measurable, ambitious, and attainable goals and benchmarks aligned to district major improvement strategies. Goals include both student outcomes and systems implementation. The district clearly communicates goals to all stakeholders in a variety of ways, such as at district leadership meetings, in consistent slides during professional learning sessions, on social media, in newsletters, etc.. There is a clear system in place to progress-monitor goals.</p> <p>❑ School Goal Setting and Progress Monitoring - The district supports schools in using state and local data to identify 2-3 high leverage major improvement strategies. The district supports schools in setting specific, measurable, ambitious, and attainable goals and benchmarks aligned to the school's major improvement strategies and achievement gaps. The district supports schools in timely, data-based progress monitoring of goals. The district supports communicating goals and progress to staff, students, and families and building an understanding of their roles in supporting the school's goals.</p> <p>❑ Board Support - The board consistently monitors progress toward district goals and the results of policies related to school transformation.</p>	<p>In addition to Proficient:</p> <p>❑ District Goal Setting and Progress Monitoring - The district models and engages in a transparent process to communicate progress to families and the community quarterly or by trimester around which goals are on- and off-track or met and unmet and the district's clear next steps to achieve these goals.</p> <p>❑ School Goal Setting and Progress Monitoring - The district works with schools to create alignment between individual schools' goals and the district's goals.</p> <p>❑ Board Support - The board takes a proactive interest in the progress of low-performing schools and engages district leaders to ensure their due diligence regarding the use of best practices and related policies in these schools.</p>

Indicator	Below Standard	Developing	Proficient	Exemplary
1.3: Supports for Low-Performing Schools	<p><input type="checkbox"/> Leadership - The district does not designate district leaders to provide support and oversight to low-performing schools, or designates leaders who lack a record of success in improving low-performing schools.</p> <p><input type="checkbox"/> Strategic Focus - The district does not allow for prioritizing a smaller number of transformation initiatives at low-performing schools.</p> <p><input type="checkbox"/> Intentional Tiering - The district does not strategically tier their schools based on need.</p> <p><input type="checkbox"/> Understanding State and Federal Accountability - The district does not understand the statutory pathways for schools on the accountability clock or the requirements associated with the accountability timeline in each year. The district does not understand the attached UIP and ESSA requirements and does not actively seek resources to support schools progressing along the accountability clock.</p> <p><input type="checkbox"/> Resources - The district does not prioritize funding and resources for low-performing schools.</p> <p><input type="checkbox"/> Board Support - The board does not consistently support district policies regarding transformation efforts in low-performing schools and does not ensure that the district's budget is aligned with those policies and efforts.</p>	<p><input type="checkbox"/> Leadership - The district designates district leaders to provide support and oversight to low-performing schools who have a record of success in these schools, but provides them limited authority or autonomy, reducing their ability to impact schools.</p> <p><input type="checkbox"/> Strategic Focus - The district allows principals and principal managers at low-performing schools to adjust their areas of focus but does not reduce other initiatives to create the additional capacity to fully prioritize their transformation efforts.</p> <p><input type="checkbox"/> Intentional Tiering - The district may strategically tier their schools based on need, but principal managers and other district staff have similar caseloads across the system regardless of school tier.</p> <p><input type="checkbox"/> Understanding State and Federal Accountability - The district has a basic understanding of the statutory pathways for schools on the accountability clock. The district has limited understanding of the requirements associated with the accountability timeline in each year and may require support for full understanding. The district has a limited understanding of the attached UIP and ESSA requirements and may attempt to access resources; however, access may be limited due to only partial knowledge of pathway requirements and resources available.</p> <p><input type="checkbox"/> Resources - The district makes some efforts to prioritize funding and resources for low-performing schools, but does so inconsistently.</p> <p><input type="checkbox"/> Board Support - The board occasionally supports district policies regarding transformation efforts in low-performing schools and occasionally ensures that the district's budget is aligned with those policies and efforts.</p>	<p><input type="checkbox"/> Leadership - The district designates district leaders to provide support and oversight to low-performing schools who have a record of success in these schools and provides them the authority and autonomy to enact significant change at those schools.</p> <p><input type="checkbox"/> Strategic Focus - The district proactively shields principals and principal managers at low-performing schools from some district initiatives that are not directly aligned to school goals, allowing leaders to focus their efforts on a small number of high leverage transformation strategies, structures, and professional learning with support for coverage from their principal manager as necessary.</p> <p><input type="checkbox"/> Intentional Tiering - The district strategically tiers their schools based on need. The district ensures that principal managers and other district staff assigned to support the lowest-performing / highest tiered schools have the bandwidth to spend the majority of their time in those schools, even if this means giving a higher caseload of lower tiered schools to other principal managers and district support staff.</p> <p><input type="checkbox"/> Understanding State and Federal Accountability - The district has a strong understanding of the statutory pathways for schools on the accountability clock. The district understands the requirements associated with the accountability timeline in each year (e.g. holding a community meeting in Year 3) and the attached UIP and ESSA requirements. The district uses this knowledge to access resources (e.g. funding or additional support) as schools progress along the accountability clock.</p> <p><input type="checkbox"/> Resources - The district transparently prioritizes funding and resources in the form of staffing, curricula, internal and external partnerships, grants, interventions, and materials for low-performing schools, creating equitable and predictable systems of support.</p> <p><input type="checkbox"/> Board Support - The board consistently supports district policies regarding transformation efforts in low-performing schools and consistently ensures that the district's budget is aligned with those policies and efforts.</p>	<p>In addition to Proficient:</p> <p><input type="checkbox"/> Leadership -The leaders who support low-performing schools have significant input in district decisions, ensuring that low-performing schools are well represented in district decisions. The district ensures continuity of support from year to year, including consistency in principal managers and district support staff when possible.</p> <p><input type="checkbox"/> Strategic Focus - The district uses school data on effectiveness of specific transformation strategies to inform decisions about reprioritizing district-wide strategies, structures, and professional learning that may positively impact outcomes for students in all schools.</p> <p><input type="checkbox"/> Intentional Tiering - The district engages in processes to regularly evaluate school tiers and principal manager caseloads to ensure effectiveness of supports and that principal managers can spend the majority of their time in the lowest-performing/highest tiered schools.</p> <p><input type="checkbox"/> Understanding State and Federal Accountability - The district has a clear system to support schools in understanding state and federal accountability.</p> <p><input type="checkbox"/> Resources - The district proactively and aggressively seeks out additional funding and evidence-based resources for their lowest performing schools.</p> <p><input type="checkbox"/> Board Support - The board encourages district leaders' proactive consideration of the needs of low-performing schools and approves requests for the allocation of resources and adoption of policies to meet these needs.</p>

DOMAIN 2: Talent Management

DOMAIN 2 Equity Focus

- The district has consistent and intentional practices to recruit, hire, place, and retain educators and district leaders of color.
- The district consistently prioritizes diversity, equity, and inclusion (DEI) in professional development opportunities.
- Talent pipelines consistently contribute to staff diversity at low-performing schools.
- Developing proficiency with knowledge, skills, and strategies that support DEI is included as a component of staff rubrics and evaluations.

Indicator	Below Standard	Developing	Proficient	Exemplary
2.1: Recruitment and Retention	<p><input type="checkbox"/> Recruitment - The district does not have a strategic long-term plan to recruit high-quality teachers, principals, and district staff to low-performing schools.</p> <p><input type="checkbox"/> Hiring - The district does not adjust hiring processes for low-performing schools.</p> <p><input type="checkbox"/> Retention - The district does not make meaningful efforts to retain high performing teachers, principals, and principal managers in low-performing schools.</p> <p><input type="checkbox"/> Collaboration with Education Associations - The district doesn't not have partnerships with education associations.</p> <p><input type="checkbox"/> Board Support - The board does not support the adoption and implementation of policies pertaining to staff diversity and recruitment, hiring, placement, and retention at low-performing schools.</p>	<p><input type="checkbox"/> Recruitment - The district implements limited or inconsistent strategies to recruit high-quality teachers, principals, and district staff to low-performing schools, or does not allow schools additional recruitment strategies or flexibility.</p> <p><input type="checkbox"/> Hiring - The district provides low-performing schools with some flexibilities in hiring, but does not meaningfully address systematic challenges to effective hiring.</p> <p><input type="checkbox"/> Retention - The district makes efforts to retain high-performing teachers, principals, and principal managers in low-performing schools, but incentives are unclear or inconsistent.</p> <p><input type="checkbox"/> Collaboration with Education Associations - The district cultivates partnerships with education associations that promote formal and informal communication among the union, principals, and teachers. However, these partnerships may develop in a more reactionary state rather than proactive state. These partnerships allow for processes that result in support and decisions made in the best interest of students, but these processes are not yet transparent and systemwide.</p> <p><input type="checkbox"/> Board Support - The board occasionally supports the adoption and implementation of policies pertaining to staff diversity and recruitment, hiring, placement, and retention at low-performing schools.</p>	<p><input type="checkbox"/> Recruitment - The district implements a strategic plan to recruit high-quality teachers, principals, and district staff to low-performing schools who have specific experience, knowledge, skills, and mindsets to succeed in low-performing schools. The district allows schools additional strategies (e.g. incentives) or flexibility (e.g. hiring timelines) as needed.</p> <p><input type="checkbox"/> Hiring - The district provides low-performing schools with additional flexibilities in hiring (e.g. earlier hiring), including adjustments to negotiated agreements when appropriate. The hiring process provides candidates opportunities to engage in practices and demonstrate skills needed in low-performing schools.</p> <p><input type="checkbox"/> Retention - The district has clear incentives, such as increased leadership opportunities, additional pay, or prestigious professional learning opportunities, that effectively increase the retention of high-performing teachers, principals, and principal managers in low-performing schools.</p> <p><input type="checkbox"/> Collaboration with Education Associations - The district cultivates proactive partnerships with education associations that promote formal and informal communication among the union, principals, and teachers. These partnerships allow for transparent processes that result in support and decisions made in the best interest of students with special consideration for students in low-performing schools.</p> <p><input type="checkbox"/> Board Support - The board consistently supports the adoption and implementation of policies pertaining to staff diversity and recruitment, hiring, placement, and retention at low-performing schools.</p>	<p>In addition to Proficient:</p> <p><input type="checkbox"/> Recruitment - The district uses networking to actively pursue highly skilled candidates well in advance of open positions that may suite their skill set. The district regularly analyzes recruitment data for gaps, planning action steps, and setting targets around recruitment.</p> <p><input type="checkbox"/> Hiring - The district has processes in place that prioritize and ensure timely hiring of high-quality staff for low-performing schools. The district is dedicated to ensuring that candidates hired to low-performing schools commit to working in those schools after being offered the position.</p> <p><input type="checkbox"/> Retention - The district regularly analyzes teacher satisfaction and retention data to determine gaps across the system and intentionally plan strategies to increase teacher retention.</p> <p><input type="checkbox"/> Collaboration with Education Associations - The district engages regularly with education associations to collaboratively review strengths and determine next steps to further strengthen the partnership.</p> <p><input type="checkbox"/> Board Support - The board initiates conversations and policies regarding staff diversity and recruitment, hiring, placement, and retention at low-performing schools.</p>

Indicator	Below Standard	Developing	Proficient	Exemplary
2.2: Talent Development	<p><input type="checkbox"/> Professional Development (PD) - The district does not provide differentiated or targeted PD to meet the needs of staff who work in and support low-performing schools.</p> <p><input type="checkbox"/> Observation and Feedback - The district does not support schools with instructional observations and feedback.</p> <p><input type="checkbox"/> Principal Coaching - The district does not provide frequent coaching or feedback to leaders in low-performing schools.</p> <p><input type="checkbox"/> Parallel Learning - District leaders do not show commitment to side by side professional learning with school leaders around high leverage transformation strategies and do not attend these sessions.</p> <p><input type="checkbox"/> Talent Pipelines - The district has not established leadership pipelines and career pipelines for promising teachers and school leaders.</p> <p><input type="checkbox"/> Board Support - The board does not monitor the policies and outcomes regarding the district's PD, partnerships, and leadership pipelines.</p>	<p><input type="checkbox"/> Professional Development (PD) - The district provides PD to schools, but the PD may vary in consistency, quality, or alignment with district or school needs, and may not effectively meet the needs of staff who work in low-performing schools.</p> <p><input type="checkbox"/> Observation and Feedback - The district provides schools with some tools and PD to support instructional observations and feedback, but supports do not result in feedback that is consistent, high leverage, or actionable.</p> <p><input type="checkbox"/> Principal Coaching - The district provides coaching and feedback for leaders in low-performing schools, but may not effectively build leadership capacity, align with leaders' needs, or may lack support or follow through, clarity on next steps, or consistency.</p> <p><input type="checkbox"/> Parallel Learning - District leaders who support low-performing schools may occasionally engage in side by side professional learning with school leaders around high leverage transformation strategies, and they do not attend consistently.</p> <p><input type="checkbox"/> Talent Pipelines - The district has leadership pipelines for promising teachers and leaders, but these pipelines may not be strategic or do not include training and incentives to support placement in low-performing schools.</p> <p><input type="checkbox"/> Board Support - The board occasionally monitors the policies and outcomes regarding the district's PD, partnerships, and leadership pipelines.</p>	<p><input type="checkbox"/> Professional Development (PD) - The district designs a professional learning scope and sequence aligned to evidenced-based strategies for school improvement and data-based school needs. The district uses transparent processes to evaluate the effectiveness of PD and provides follow-up and monitoring of implementation, leading to a change in practice in schools. The district uses timely local data to provide differentiated professional learning as needed.</p> <p><input type="checkbox"/> Observation and Feedback - The district provides school leadership teams with tools and PD to provide consistent, timely, actionable, and high-leverage informal instructional observations and feedback to teachers using consistent evidence-based look-fors. The district provides schools with tools and PD to track observation and feedback trends and use those trends to inform timely professional learning.</p> <p><input type="checkbox"/> Principal Coaching - The district provides regular and strategic coaching and feedback to leaders in low-performing schools that builds leadership capacity, is aligned with leaders' needs, and includes actionable, time-bound next steps for both the principal and principal manager.</p> <p><input type="checkbox"/> Parallel Learning - District leaders who support low-performing schools are committed to regular side by side professional learning with school leaders around high leverage transformation strategies.</p> <p><input type="checkbox"/> Talent Pipelines - The district has established leadership pipelines for promising teachers and leaders that include training and incentives for placement and high performance in low-performing schools.</p> <p><input type="checkbox"/> Board Support - The board consistently monitors the policies and outcomes regarding the district's PD, partnerships, and leadership pipelines, and supports adjustments to these policies and initiatives when needed.</p>	<p>In addition to Proficient:</p> <p><input type="checkbox"/> Professional Development (PD) - Data is used to elevate school and leadership bright spots as exemplars during district professional learning to build capacity and promote strengths-based learning. The district empowers district and school leaders to seek their own professional development within and outside the district. The district provides support in terms of supervision or coverage that allows school leaders to attend high quality professional learning that aligns with their major improvement strategies.</p> <p><input type="checkbox"/> Observation and Feedback - The district nurtures its growth culture by providing consistent feedback to principal managers and other district staff.</p> <p><input type="checkbox"/> Principal Coaching - The district has processes to proactively and intentionally seek out the highest performing principals across the district to elevate as exemplars for specific evidence-based strategies during targeted professional learning across the district.</p> <p><input type="checkbox"/> Parallel Learning - District leaders of varying roles, who may not yet support low-performing schools, attend professional learning with school leaders around high leverage transformation strategies.</p> <p><input type="checkbox"/> Talent Pipelines - The district's leadership pipelines consider future school needs, identifying and developing potential transformation leaders two or more years before assuming leadership roles.</p> <p><input type="checkbox"/> Board Support - The board initiates conversations regarding how PD and partnerships and the policies that guide them contribute to board, district, and school goals.</p>

Indicator	Below Standard	Developing	Proficient	Exemplary
<p>2.3: Evaluation</p>	<ul style="list-style-type: none"> ❑ Purpose of Evaluation vs Coaching - The district does not communicate differences between performance evaluations and observation and feedback cycles. The district does not support staff in building their understanding of the distinction between the two processes or in engaging in both processes effectively and efficiently. ❑ Leveraging Excellence - The district does not support schools in continuing to provide feedback to their highest performing teachers and in elevating irreplaceable teachers as models for specific evidence-based strategies during professional learning. ❑ Address Underperformance - The district's performance evaluation system does not facilitate the non-renewal of staff who do not meet performance expectations. ❑ Board Support - The board does not monitor the district's outcomes and policies related to performance management. 	<ul style="list-style-type: none"> ❑ Purpose of Evaluation vs Coaching - The district communicates some differences between performance evaluations and formative, growth-producing observation and feedback cycles, but may not fully address purpose, structure, or frequency. The district may support staff in building their understanding of the distinction between the two processes, but does not support school leadership in engaging in both processes effectively and efficiently. ❑ Leveraging Excellence - The district supports schools in continuing to provide feedback to their highest performing teachers. The district occasionally supports schools in elevating irreplaceable teachers as exemplars for professional learning. ❑ Address Underperformance - The district's performance evaluation system occasionally facilitates the non-renewal of staff who do not meet performance expectations. The district may provide low-performing schools some flexibility in timing or processes for non-renewal; however, it may be inconsistent. ❑ Board Support - The board occasionally monitors the district's outcomes and policies related to performance management. 	<ul style="list-style-type: none"> ❑ Purpose of Evaluation vs Coaching - The district clearly communicates the distinction between performance evaluations and formative, growth-producing observation and feedback cycles in their purpose, structure, and frequency. The district supports school staff in building their understanding of the critical differences and how to engage in both of these processes effectively and efficiently. ❑ Leveraging Excellence - The district supports schools in continuing to provide high quality, consistent feedback to their highest performing teachers and in elevating irreplaceable teachers as exemplars for specific strengths-based strategies during professional learning. ❑ Address Underperformance - The district's performance evaluation system facilitates non-renewal of staff who do not meet expectations. The district provides low-performing schools greater flexibility in timing or processes for non-renewal to replace teachers who do not meet expectations or are not aligned with transformation efforts. ❑ Board Support - The board consistently monitors the district's outcomes and policies related to performance management. 	<p>In addition to Proficient:</p> <ul style="list-style-type: none"> ❑ Leveraging Excellence - The district has processes to proactively and intentionally seek out the highest performing teachers across the district to elevate as exemplars for specific evidence-based strategies during targeted professional learning across the district. ❑ Address Underperformance - The district's performance evaluation process facilitates finding better-aligned roles for staff members who may be underperforming due to role fit. ❑ Board Support - The board initiates conversations regarding the adoption and improvement of district policies related to performance management.

DOMAIN 3: Instructional Transformation

DOMAIN 3 Equity Focus

- The district’s curriculum and vision for instruction consistently address students’ diverse cultures and needs and reflect an intentional, district-wide approach to diversity.
- The district supports schools in designing and offering courses that focus on diverse experiences (e.g. classes on Mexican history).
- The district has well established processes to consistently and frequently analyze the performance of subgroups of students at the school and district level, review trends with school and district leaders, and implement timely interventions in response to trends.
- The district ensures that district, school, and classroom MTSS processes are data-based to guarantee that implicit bias does not influence the determination of students’ strengths and needs.

Indicator	Below Standard	Developing	Proficient	Exemplary
3.1: District Vision for Instruction	<p><input type="checkbox"/> District Vision for Instruction - The district does not have an established vision for instruction.</p> <p><input type="checkbox"/> Curriculum - The district does not provide curricular resources to schools. The district does not provide schools with support (e.g. PD, coaching) regarding curriculum implementation.</p> <p><input type="checkbox"/> Board Support - The board does not ensure that the district applies evidence-based practices aligned with district policy in choosing and implementing curricula, vision for instruction, and transformation efforts.</p>	<p><input type="checkbox"/> District Vision for Instruction - The district has developed a vision for instruction, but it may not be clearly defined with look-fors, include research based instructional practices, or data. It may be unclear how the district vision for instruction reflects the district’s mission, vision, and values. Evidence of this instructional vision is visible across some schools and classrooms but not the entire district.</p> <p><input type="checkbox"/> Curriculum - The district provides schools with curricular resources, but the resources provided may not be standards-aligned, research- based, or available for all core content areas, or the same curricula may be mandated for all schools. The district provides schools with inconsistent support (e.g. PD, coaching) regarding curriculum implementation, or support does not consistently address rigor and standards alignment.</p> <p><input type="checkbox"/> Board Support - The board occasionally ensures that the district applies evidence-based practices aligned with district policy in choosing and implementing curricula, vision for instruction, and transformation efforts.</p>	<p><input type="checkbox"/> District Vision for Instruction - The district provides all schools with a common instructional vision that includes expectations and look-fors for standards and curriculum, lesson design and implementation, research-based instructional practices, and data aligned to the district’s mission, vision, and values. There are clear systems in place to monitor progress of the instructional vision district-wide. Evidence of this instructional vision is visible across schools and in all classrooms.</p> <p><input type="checkbox"/> Curriculum - The district consistently provides schools access to comprehensive, standards-aligned, research-based curricular materials in all core content areas, and differentiates curricular resources and expectations for school needs. The district provides schools with consistent support (e.g. PD, coaching) regarding curriculum implementation with special consideration of rigor and standards alignment.</p> <p><input type="checkbox"/> Board Support - The board consistently ensures that the district applies evidence-based practices aligned with district policy in choosing and implementing curricula, their vision for instruction, and transformation efforts.</p>	<p>In addition to Proficient:</p> <p><input type="checkbox"/> District Vision for Instruction - District staff frequently participate in monitoring the vision for instruction and naming strengths and next steps across the system. The district also has a process to regularly revise and improve the vision for instruction based on educators’ input and current research.</p> <p><input type="checkbox"/> Curriculum - The district regularly reviews the effectiveness of curricular materials using student outcome data and feedback from teachers and school leaders to inform decisions about curriculum. The district collects and shares evidence-based practices regarding curriculum implementation to help maximize the value of curricula and overcome common challenges.</p> <p><input type="checkbox"/> Board Support - The board initiates conversations regarding the effectiveness of transformation efforts, curricula, and vision for instruction meeting district needs in line with district policy.</p>

Indicator	Below Standard	Developing	Proficient	Exemplary
3.2: Assessment Systems and Data Culture	<p>Assessments - The district does not provide assessments to schools or support schools with the use of assessments.</p> <p>Data Dashboard - The district does not provide schools with a data dashboard that supports the collection and analysis of academic and non-academic local data across multiple schools.</p> <p>Data Meetings - The district does not support principals and leadership teams in facilitating weekly data meetings.</p> <p>High-Leverage Structures -The district does not provide schools flexibility in creating their academic calendars or schedules. The district does not support schools in modifying schedules or in using evidence-based, predictable protocols in collaborative structures.</p> <p>Board Support - The board does not monitor the district’s policies and related outcomes regarding serving all learners, including MLLs, students with special needs, gifted students, at-risk subgroups, and other learners with diverse needs. The board fails to recognize the value of data in decision making and lacks policy expectations regarding its use.</p>	<p>Assessments - The district provides schools with assessments but does not ensure that assessments are rigorous or standards-aligned. Assessments may not be administered across all schools. The district may not intentionally support administration, analysis, or planning next steps.</p> <p>Data Dashboard - The district has a data dashboard that supports the collection and analysis of academic and non-academic local data across multiple schools; however, its use may be inconsistent with district leaders.</p> <p>Data Meetings - The district supports principals and leadership teams in facilitating weekly data meetings that include analyzing assessments to name success criteria, target gaps, and begin to plan reteach lessons. However, data meetings may not be weekly or not include practicing reteach lessons. The district does not support principals with establishing structures that allow for observation of reteach lessons.</p> <p>High-Leverage Structures - The district provides schools with limited flexibility to create their academic calendars and schedules and in modifying their schedules to promote a data culture, or has limited guidance for using evidence-based, predictable protocols in collaborative structures.</p> <p>Board Support - The board occasionally monitors the district’s policies and outcomes regarding serving all learners, including MLLs, students with special needs, gifted students, at-risk subgroups, and other learners with diverse needs. The board seldom utilizes or encourages the use of data for decision making.</p>	<p>Assessments - The district provides schools with rigorous, standards-aligned interim assessments in core content areas and supports schools in administering them, analyzing results, and planning next steps for instruction, intervention, and acceleration at regular, predictable intervals.</p> <p>Data Dashboard - The district uses a data dashboard that supports the collection and analysis of academic and non-academic local data across multiple schools. District leaders analyze system-wide local data monthly to elevate bright spots and gaps and plan next steps for coaching and professional learning.</p> <p>Data Meetings - The district supports principals and leadership teams in facilitating weekly data meetings that include analyzing local, standards-aligned formative assessments to name success criteria, target gaps in unfinished learning, and explicitly plan and practice reteach lessons to grow instructional practice and close gaps. The district supports principals with establishing structures that allow for observation of reteach lessons.</p> <p>High-Leverage Structures - The district provides schools with ample flexibility to create strategic academic calendars and schedules to promote a data culture, such as time for additional PD, data meetings, intervention blocks, advisory periods, and collaborative teacher meetings. The district supports schools in using high-leverage, evidence-based, predictable protocols for each collaborative structure and supports principals in launching, supporting, and monitoring these protocols.</p> <p>Board Support - The board consistently monitors the district’s policies and outcomes regarding serving all learners, including MLLs, students with special needs, gifted students, at-risk subgroups, and other learners with diverse needs. The board recognizes the importance of the use of data for decision making.</p>	<p>In addition to Proficient:</p> <p>Assessments - The district provides schools with rigorous, standards-aligned interim assessments in non-core content areas and supports schools in administering them, analyzing results, and planning next steps for instruction, intervention, and acceleration at regular, predictable intervals.</p> <p>Data Dashboard - Utilizing a data dashboard is a systemic, district-wide practice. Stakeholders other than district leaders regularly leverage data from the dashboard to inform school supports and district goals.</p> <p>Data Meetings - The district regularly uplifts highly effective data meeting practices from schools that have shown growth and achievement in systems implementation and student outcomes and leverages these practices district-wide.</p> <p>Board Support - The board takes a proactive role in advocating for the needs of student subgroups and ensuring that programs supporting diverse learners are amply funded and supported by district policy. The board encourages the appropriate use of assessments and other data to make policy decisions that will serve every student.</p>

Indicator	Below Standard	Developing	Proficient	Exemplary
3.3: Systems of Student Supports	<p><input type="checkbox"/> Multi-Tiered System of Supports (MTSS) - The district does not have a model, processes, structures, and resources for district, school, and classroom MTSS and does not provide support to schools to implement MTSS.</p> <p><input type="checkbox"/> Post-secondary and Workforce Readiness (PSWR) - The district does not provide PSWR resources, programs, and information to schools and families and lacks a comprehensive plan for supporting non-traditional students.</p> <p><input type="checkbox"/> Board Support - The board does not support the district's use of resources and flexibilities, in alignment with district needs and policies, to address academic and non-academic challenges and support PSWR programming, flexible calendars, and extended learning. The board fails to support the development of coherent instructional structures through the adoption of policy.</p>	<p><input type="checkbox"/> Multi-Tiered System of Supports (MTSS) - The district articulates a model, processes, structures, and resources for district, school, and classroom MTSS; however, they may be unclear or misaligned. The district provides limited support for principals and leadership teams as they implement MTSS schoolwide and in classrooms.</p> <p><input type="checkbox"/> Post-secondary and Workforce Readiness (PSWR) - The district provides some PSWR resources, programs, and information to support students and families in making informed decisions about students' pursuits after graduation as needed.</p> <p><input type="checkbox"/> Board Support - The board occasionally supports the district's use of resources and flexibilities, in alignment with district needs and policies, to address academic and non-academic challenges and support PSWR programming, flexible calendars, and extended learning. The board recognizes the value of coherent instructional structures to support student needs but fails to incorporate such structures in policy.</p>	<p><input type="checkbox"/> Multi-Tiered System of Supports (MTSS) - The district articulates a clear model, processes, structures, and resources for district, school, and classroom academic and non-academic MTSS, ensuring alignment among the district, schools, and classrooms. The district provides support for principals and leadership teams as they implement MTSS schoolwide and respond to student academic and non-academic needs in a timely manner.</p> <p><input type="checkbox"/> Post-secondary and Workforce Readiness (PSWR) - The district provides various targeted PSWR resources, programs, and information to support students and families in making informed decisions about students' pursuits after graduation.</p> <p><input type="checkbox"/> Board Support - The board consistently supports the district's use of resources and flexibilities, in alignment with district needs and policies, to address academic and non-academic challenges and support PSWR programming, flexible calendars, and extended learning. The board supports the development of coherent instructional structures based on adopted policy.</p>	<p>In addition to Proficient:</p> <p><input type="checkbox"/> Multi-Tiered System of Supports (MTSS) - The district helps school level MTSS teams learn from and observe evidence-based practices in MTSS from across the district and externally, as needed. The district supports schools in regular evaluation of the effectiveness of MTSS processes, structures, and resources and revising them as necessary. The district regularly evaluates and revises district MTSS processes, structures, and resources.</p> <p><input type="checkbox"/> Post-secondary and Workforce Readiness (PSWR) -The district has a proactive approach to providing PSWR resources beginning in or before 9th grade, and a comprehensive plan, including district staff, to ensure the success of non-traditional students.</p> <p><input type="checkbox"/> Board Support - The board proactively seeks to understand the academic and non-academic challenges facing low-performing schools and provide additional resources as needed. The board supports the development of coherent instructional structures based on adopted policy and monitors the effectiveness of such policies based on stakeholder feedback.</p>

DOMAIN 4: Culture and Climate Shift

DOMAIN 4 Equity Focus

- The district ensures that consideration of equitable student outcomes is a consistent part of collaborative discussions.
- The district consistently and actively seeks input from voices that have traditionally not been heard or families for whom circumstances have prevented them from providing input in the past.
- The district provides resources and services, such as translation, to ensure equitable access to engagement opportunities for all families.
- The district ensures that all communication is available in multiple languages or languages that reflect the school and community’s demographics.

Indicator	Below Standard	Developing	Proficient	Exemplary
4.1: Collaboration and Celebration	<p><input type="checkbox"/> Collaboration - The district does not provide intentional opportunities for strategic principal collaboration or principal manager collaboration.</p> <p><input type="checkbox"/> Celebration - The district may provide limited opportunities for public acknowledgement of district, school, staff, or student successes, though they may not be intentional.</p> <p><input type="checkbox"/> Board Support - The board does not support district requests for resources or policies related to collaborative school or district structures.</p>	<p><input type="checkbox"/> Collaboration - The district provides some opportunities for principal collaboration, but these opportunities may be infrequent, lack strategic intention, or lack evidence based structures to ensure effective use of time. The district does not provide opportunities for strategic principal manager collaboration.</p> <p><input type="checkbox"/> Celebration - The district occasionally provides opportunities for public acknowledgement of district, school, staff, or student successes.</p> <p><input type="checkbox"/> Board Support - The board occasionally supports district requests for resources or policies related to collaborative school or district structures.</p>	<p><input type="checkbox"/> Collaboration - The district provides frequent opportunities for strategic principal collaboration and principal manager collaboration that include sharing of evidence- based practices through structures such as professional learning communities (eg PLCs), principal and principal manager data meetings, or school walkthroughs.</p> <p><input type="checkbox"/> Celebration - The district provides regular opportunities for public acknowledgement of district, school, staff, and student successes, embodiment of district values, and effective practices and outcomes. The district supports schools in designing opportunities to celebrate at the school level.</p> <p><input type="checkbox"/> Board Support - The board consistently supports district requests for resources or policies related to collaborative school or district structures.</p>	<p>In addition to Proficient:</p> <p><input type="checkbox"/> Collaboration - Principals facilitate their own PLCs, using each other’s shared, visible data to inform timely topics. The district fosters a supportive culture that encourages informal connections among principals and among principal managers for problem solving, sharing evidence-based practices, friendship, and emotional support.</p> <p><input type="checkbox"/> Celebration - Celebration is so ingrained in the culture of the district that school staff also take initiative to uplift each others’ successes unprompted by the district. District-level celebrations also include acknowledgement of additional stakeholders’ and community members’ contributions to their success.</p> <p><input type="checkbox"/> Board Support - The board monitors the outcomes of initiatives related to collaborative structures and supports, celebrates, and highlights successes and promising practices.</p>

Indicator	Below Standard	Developing	Proficient	Exemplary
4.2: Family and Stakeholder Engagement	<p><input type="checkbox"/> District Stakeholder Input - The district does not provide avenues for parents, students, community members, teachers, and administrators to provide feedback regarding important decisions.</p> <p><input type="checkbox"/> School Stakeholder Input - The district does not set an expectation around regular family and stakeholder engagement in all schools. The district does not support schools in implementing structures for parents, students, community members, and teachers to provide feedback on a regular basis.</p> <p><input type="checkbox"/> Family Engagement - The district does not support schools with family engagement.</p> <p><input type="checkbox"/> Board Support - The board is not engaged in conversations about policies that impact family engagement or brokering external partnerships to benefit low-performing schools. The board fails to collect and respond to stakeholder input.</p>	<p><input type="checkbox"/> District Stakeholder Input - The district has some structures for parents, students, community members, teachers, and administrators to provide feedback regarding important decisions, but these may be used inconsistently, or decision-making processes lack transparency of how input is used.</p> <p><input type="checkbox"/> School Stakeholder Input - The district does not set an expectation around regular family and stakeholder engagement in all schools. The district provides limited support for schools to implement structures for parents, students, community members, teachers to provide feedback or may do so inconsistently.</p> <p><input type="checkbox"/> Family Engagement - The district does not support principals in setting goals around increasing family engagement and progress-monitoring these goals. District systems of support are in place but may not be clear enough. Principals may not know who to contact regarding translation services, best practices for family engagement, and innovative strategies to broaden opportunities for families to engage with schools.</p> <p><input type="checkbox"/> Board Support - The board makes some efforts to support policies that encourage family engagement and makes some effort to help broker external partnerships to benefit low-performing schools. The board occasionally seeks out stakeholder feedback, but tends to lack a clear process.</p>	<p><input type="checkbox"/> District Stakeholder Input - The district has various formal and informal structures for parents, students, community members, teachers, and administrators to provide feedback, such as satisfaction surveys or forums, and has a transparent process for responding to and incorporating this feedback in decision-making and next steps for district continuous improvement.</p> <p><input type="checkbox"/> School Stakeholder Input - The district sets an expectation around regular family and stakeholder engagement in all schools. The district provides support for schools to implement structures for families, students, community members, and teachers to provide feedback in decision-making and next steps for school continuous improvement.</p> <p><input type="checkbox"/> Family Engagement - The district supports principals in setting goals around increasing family engagement and progress-monitoring these goals. District systems of support are clear so principals know who to contact regarding translation services, best practices for family engagement, and innovative strategies to broaden opportunities for families to engage with schools.</p> <p><input type="checkbox"/> Board Support - The board consistently supports policies that encourage broad family engagement and consistently help broker external partnerships to benefit low-performing schools. The board consistently seeks out input from stakeholders using a clear process that is based on board policy.</p>	<p>In addition to <i>Proficient</i>:</p> <p><input type="checkbox"/> District Stakeholder Input - Stakeholders assume leadership roles and responsibilities regarding decision-making and supporting the district’s continuous improvement efforts.</p> <p><input type="checkbox"/> School Stakeholder Input - The district supports schools with stakeholder engagement and input in the face of particularly challenging issues and enlists district leadership in these conversations when appropriate.</p> <p><input type="checkbox"/> Family Engagement - The district actively seeks out creative and effective strategies to increase engagement and participation among schools’ least engaged families that have been effective in other schools and districts and communicates these strategies district-wide.</p> <p><input type="checkbox"/> Board Support - The board ensures that input from traditionally disenfranchised and underrepresented stakeholders meaningfully informs decision making and board policies. The board proactively addresses family engagement in support of low-performing schools.</p>