

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
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 	2.1: Recruitment and Retention <ul style="list-style-type: none"> <input type="checkbox"/> Talent Pipelines <input type="checkbox"/> Recruitment <input type="checkbox"/> Hiring <input type="checkbox"/> Retention <input type="checkbox"/> Collaboration with Education Associations 	3.1: District Vision for Instruction <ul style="list-style-type: none"> <input type="checkbox"/> District Vision for Instruction and Coherence <input type="checkbox"/> High Quality Curricular Materials 	4.1: Employee Culture and Engagement <ul style="list-style-type: none"> <input type="checkbox"/> Collaboration <input type="checkbox"/> Celebrations/Traditions/Rituals <input type="checkbox"/> Communication <input type="checkbox"/> Employee Satisfaction/Engagement
1.2: Continuous Improvement <ul style="list-style-type: none"> <input type="checkbox"/> District Strategic Planning and Annual Progress Monitoring <input type="checkbox"/> School Goal Setting & Progress Monitoring 	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"/> Leadership Pipelines 	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 	4.2 Student Culture and Engagement <ul style="list-style-type: none"> <input type="checkbox"/> Attendance <input type="checkbox"/> Behavior and Discipline <input type="checkbox"/> Engagement <input type="checkbox"/> Celebrations/Traditions/Rituals
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 	2.3: Evaluation <ul style="list-style-type: none"> <input type="checkbox"/> Evaluation Aligned to Competencies <input type="checkbox"/> Leveraging Excellence <input type="checkbox"/> Address Underperformance 	3.3: Systems of Student Supports <ul style="list-style-type: none"> <input type="checkbox"/> Multi-Tiered System of Supports (MTSS) <input type="checkbox"/> Systems of Specialized Support Programs <input type="checkbox"/> Strategic Scheduling <input type="checkbox"/> Post-secondary and Workforce Readiness (PSWR) 	4.3: 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

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 Overarching Considerations for Leadership for Rapid School Improvement

These overarching considerations represent board governance best practice to support the district in this domain

- The board has systems for strong governance including: adoption of new policies, periodic policy review, and monitoring of district compliance with policy; ongoing governance training and onboarding of new members; ethical guidelines for board members; and procedures for effective community engagement, meetings, and decision-making.
- The board demonstrates leadership in developing and overseeing the district strategic plan implementation, that is aligned with district policy, including consistently allocating funding in support of the district's mission, vision, and strategic plan and monitoring and publicly discussing progress towards district goals including school transformation.
- The board has strong financial policies and demonstrates an understanding of key financial KPIs and financial reports and regularly and effectively monitors the district's financial health and alignment of resources to the district's goals.
- The board and district have adopted model charter authorizing policies and have put authorizing systems (approval, renewal, annual quality assurance reviews and reporting) and strong contracts in place to ensure charter schools comply with applicable federal and state laws and provide a high-quality education to all students.

These overarching considerations represent system-wide best practices to ensure the district is serving ALL students effectively

- The district takes active and ongoing steps to better understand the impact of its mission, policies, systems, and practices on a variety of stakeholders using a variety of methods including performance data and perception data and takes steps to address findings in order to better serve all stakeholders effectively.
- The district's goal setting, data analysis, and progress monitoring track performance across student groups and subgroups over time that informs ambitious goals aimed to close achievement gaps.
- 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 student groups.

Indicator	Not Yet Met	Approaching	Meeting	Exceeding
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"/> 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"/> 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>In addition to <i>Meeting</i>:</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 expected 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>

Indicator	Not Yet Met	Approaching	Meeting	Exceeding
1.2: Continuous Improvement	<p><input type="checkbox"/> District Strategic Planning and Annual Progress Monitoring - The district does not have a public multi-year strategic plan. The district may have goals, but the goals are not specific, measurable, or are not communicated clearly to stakeholders.</p> <p><input type="checkbox"/> School Goal Setting and Progress Monitoring - The district does not take an active role in supporting schools in identifying major improvement strategies or goal setting.</p>	<p><input type="checkbox"/> District Strategic Planning and Annual Progress Monitoring - The district has a public multi-year strategic plan. However, goals and strategies may be misaligned to data, unclear, or not high leverage. Goals may not be ambitious or may not include both student outcomes and systems implementation. The district does not have a process for formally progress monitoring goals on at least an annual basis. The district communicates goals to all stakeholders inconsistently.</p> <p><input type="checkbox"/> 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><input type="checkbox"/> District Strategic Planning and Annual Progress Monitoring - The district has a public multi-year strategic plan with specific, measurable, ambitious, and attainable goals and annual benchmarks. 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 at least annually and make adjustments to strategies or resources as needed.</p> <p><input type="checkbox"/> 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. The district works with schools to create alignment between individual schools' goals and the district's goals.</p>	<p>In addition to <i>Meeting</i>:</p> <p><input type="checkbox"/> District Strategic Planning and Annual Progress Monitoring - The district models and engages in a transparent process to communicate progress to families and the community semi-annually 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><input type="checkbox"/> School Goal Setting and Progress Monitoring - If the district authorizes charter schools, the district monitors the goals and benchmarks aligned to charter school contracts.</p>
Indicator	Not Yet Met	Approaching	Meeting	Exceeding
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</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</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</p>	<p>In addition to <i>Meeting</i>:</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 has a system</p>

	<p>strategically tier their schools based on clear data demonstrating need.</p> <p>❑ 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 UIP and ESSA requirements and does not actively seek resources to support schools progressing along the accountability clock.</p> <p>❑ Resources - The district does not prioritize funding and resources for low-performing schools.</p>	<p>strategically tier their schools based on clear data demonstrating need, but principal managers and other district staff have similar caseloads across the system regardless of school tier.</p> <p>❑ 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 requirements and resources available.</p> <p>❑ Resources - The district makes some efforts to prioritize funding and resources for low-performing schools, but does so inconsistently.</p>	<p>tiers their schools based on clear data demonstrating 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>❑ 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>❑ 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>for differential allocation of budget resources based on school tiers. The district regularly evaluates the tiering process and outcomes of the tiered supports.</p> <p>❑ Understanding State and Federal Accountability - The district has a clear system to support schools in understanding state and federal accountability.</p> <p>❑ Resources - The district proactively and aggressively seeks out additional funding and evidence-based resources for their lowest performing schools.</p>
Indicator	Not Yet Met	Approaching	Meeting	Exceeding
1.4: Operations, Systems, & Finance	<p>❑ Strategic Budgeting Alignment and Processes - The district lacks guidelines for annual school or department budget alignments, how schools can best use funds, and how general and title funds can be used effectively.</p> <p>❑ Financial Planning and Health - The district does not track key KPIs for long-range financial planning or health.</p> <p>❑ Operational Planning and Infrastructure – The district does not have master plans for any key infrastructure departments (e.g. facilities, HR, IT, etc)</p>	<p>❑ Strategic Budgeting Alignment and Processes - The district aligns available funds and resources to the district strategic plan. The district has guidelines for annual school or department budget alignments, how schools can best use funds, and how general and title funds can be used effectively.</p> <p>❑ Financial Planning and Health – The district tracks some KPI's for long-range financial planning (e.g. enrollment) or health but the list of KPIs is not comprehensive and/or the systems are not in place for sophisticated analysis and modeling.</p> <p>❑ Operational Planning and Infrastructure – The district has limited plans for some, but not all key infrastructure departments (e.g. facilities, HR, IT, etc)</p>	<p>❑ Strategic Budgeting Alignment and Processes - The district consistently and systematically aligns available funds and resources to the district strategic plan and mission and vision and ensures they address school needs. The district has clear, fiscally compliant guidelines for annual school and department budget alignments. The district has a theory of action regarding budgeting/resource allocation (e.g. student-based budgeting, weighted funding based on student characteristics, tiered status, AECs, etc)</p> <p>❑ Financial Planning and Health – The district has a consistent data driven system for tracking a comprehensive set of KPIs for financial planning and health including: student enrollment, student-to-teacher ratio, administrative cost ratio, fund balance to expenditure/revenue ratio, days of cash on hand, revenue to expenditure ratio, surplus/deficit to revenue/expenditure ratio, and debt burden ratio. The district demonstrates financially healthy ratios or standards in key KPI's and maintains a healthy fund balance and cash on hand.</p> <p>❑ Operational Planning and Infrastructure - The</p>	<p>In addition to <i>Meeting</i>:</p> <p>❑ Strategic Budgeting Alignment and Processes - There is a clear, data-driven process for evaluating the impact of funds that drives funding decisions and allows for Theory of Action adjustment on resources.</p> <p>❑ Financial Planning and Health – The district has a plan for and/or demonstrated success in seeking mill levy and bond approval from taxpayers as necessary to support facilities master plans, educator salaries/retention or other strategic priorities necessary to serve all students effectively</p> <p>❑ Operational Planning and Infrastructure - NA</p>

	<p><input type="checkbox"/> Operational or Technical Support - The district does not have clear systems and structures in place to efficiently and effectively support district and school staff to carry out daily operations and receive assistance to resolve any issues in a timely manner (e.g. - tech team, maintenance department, employee-facing HR and payroll supports, etc.).</p>	<p><input type="checkbox"/> Operational or Technical Support - The district has systems and structures in place to support district and school staff to carry out daily operations and receive assistance to resolve any issues in a timely manner (e.g. - tech team, maintenance department, employee-facing HR and payroll supports, etc.); however these systems and structures may be unclear to school and district leaders.</p>	<p>district has master plans for all applicable key infrastructure departments (e.g. facilities, HR, IT, transportation, choice, etc) with key industry relevant KPIs for ensuring best-in-class services. Plans are reviewed and updated regularly based on KPI analysis, industry standards, local needs, and other key data sources.</p> <p><input type="checkbox"/> Operational or Technical Support - The district has clear systems and structures in place to efficiently and effectively support district and school staff to carry out daily operations and receive assistance to resolve any issues in a timely manner (e.g. - tech team, maintenance department, employee-facing HR and payroll supports, etc.).</p>	<p><input type="checkbox"/> Operational or Technical Support - NA</p>
--	--	--	--	--

DOMAIN 2: Talent Management

<p>DOMAIN 2 Overarching Considerations Talent Management</p>	<p>These overarching considerations represent board governance best practice to support the district in this domain</p> <ul style="list-style-type: none"> • The board consistently monitors the district's performance management policies and outcomes. The Board supports Superintendent recommendations for employee non-renewal while assuring appropriate due diligence is exercised in line with district policy. • The board sets goals as outlined by policy through the district strategic plan and/or through superintendent performance goals and regularly monitors outcomes related to hiring, retention, and leadership development of highly qualified educators at all levels.
	<p>These overarching considerations represent system-wide best practices to ensure the district is serving ALL students effectively</p> <ul style="list-style-type: none"> • The district has consistent and intentional practices to recruit, hire, place, develop, and retain diverse educators and district leaders.

Indicator	Not Yet Met	Approaching	Meeting	Exceeding
2.1: Recruitment and Retention	<p><input type="checkbox"/> Talent Pipelines – The district does not have any talent pipeline partnerships and may experience a lack of qualified candidates and/or unfilled positions.</p> <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 does not have partnerships with education associations.</p>	<p><input type="checkbox"/> Talent Pipelines – The district is developing some talent pipeline partnerships with teacher education programs and/or alternative licensure providers.</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, district leaders, 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"/> Talent Pipelines - The district has established talent pipeline partnerships with teacher education programs and alternative licensure programs for sourcing strong candidates. The district is developing a “grow your own” program (e.g. para-to-teacher pipeline, linking PWR pathways programming in schools with local community colleges and universities to support homegrown educator talent). The district is developing a J-1 visa program or partnership to source strong international candidates (if applicable).</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 provides additional flexibilities in hiring processes (e.g. timelines, hiring bonuses, etc) if applicable.</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 strategic staffing opportunities and incentives (e.g. - increased leadership opportunities, flexibility in the creation of new roles or adjustment of roles to maximize individuals’ effectiveness, job sharing, 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 (If applicable) - The district cultivates proactive partnerships with education associations that promote formal and informal communication among the union, district leaders, 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>In addition to <i>Meeting</i>:</p> <p><input type="checkbox"/> Talent Pipelines – The district has an established and effective “grow your own” educator program and associated partnerships and J-1 visa program/partnership (if applicable).</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 - NA</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>

Indicator	Not Yet Met	Approaching	Meeting	Exceeding
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. 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"/> Observation and Feedback - The district does not support schools with instructional observations and feedback.</p> <p><input type="checkbox"/> Leadership Coaching - The district does not provide frequent coaching or feedback to leaders in low-performing schools.</p> <p><input type="checkbox"/> Leadership Pipelines - The district has not established leadership pipelines and career pipelines for promising teachers and school leaders.</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. 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"/> 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"/> Leadership 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. Leadership coaching for principal managers is inconsistent and/or not aligned.</p> <p><input type="checkbox"/> Leadership Pipelines - The district has leadership pipelines for promising teachers and school and district leaders, but these pipelines may not be strategic or do not include a clear set of leadership competencies and associated supports to identify, develop, and place emerging leaders based on those competencies</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. 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"/> 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"/> Leadership 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. The district nurtures its growth culture by providing consistent coaching to principal managers and other district staff.</p> <p><input type="checkbox"/> Leadership Pipelines - The district has established leadership pipelines for promising teachers and school and district leaders that include a clear set of leadership competencies and consistent scaffolded supports to identify, develop, and place emerging leaders based on those competencies</p>	<p>In addition to <i>Meeting</i>:</p> <p><input type="checkbox"/> Professional Development (PD) - The district uses data 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 - NA</p> <p><input type="checkbox"/> Leadership 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"/> Leadership 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>

Indicator	Not Yet Met	Approaching	Meeting	Exceeding
2.3: Evaluation	<p><input type="checkbox"/> Effective evaluation aligned to core competencies - The district has performance evaluation systems for some, but not all employee groups.</p> <p><input type="checkbox"/> Leveraging Excellence - The district does not support schools in continuing to provide feedback to their highest performing teachers and leaders and in elevating irreplaceable teachers and leaders as models for specific evidence-based strategies during professional learning.</p> <p><input type="checkbox"/> Address Underperformance - The district's performance evaluation system does not facilitate the non-renewal of staff who do not meet performance expectations.</p>	<p><input type="checkbox"/> Effective evaluation aligned to core competencies - The district has performance evaluation systems for all employees but they may not be clearly tied to explicit core job competencies.</p> <p><input type="checkbox"/> 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.</p> <p><input type="checkbox"/> Address Underperformance - The district's performance evaluation system occasionally facilitates the non-renewal of staff who do not meet performance expectations.</p>	<p><input type="checkbox"/> Effective evaluation aligned to core competencies - The district has performance evaluation systems for all employees which are tied to core job competencies as well as district-wide service expectations. Evaluations of leadership positions include opportunities for 360 feedback.</p> <p><input type="checkbox"/> 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.</p> <p><input type="checkbox"/> Address Underperformance - The district's performance evaluation system facilitates non-renewal of staff who do not meet expectations. Specifically, the district supports schools in enacting systems for early identification of struggling teachers, providing additional support, and where necessary support for leaders in documenting appropriate corrective conversations or corrective action plans necessary to support transparent and ethical non-renewal decisions.</p>	<p>In addition to <i>Meeting</i>:</p> <p><input type="checkbox"/> Effective evaluation aligned to core competencies - Evaluation processes include clear mechanisms for employee response to feedback and development of support plans for any required employee growth areas or to accelerate access to promotional opportunities for high performers.</p> <p><input type="checkbox"/> 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.</p> <p><input type="checkbox"/> Address Underperformance - The district's performance evaluation process facilitates finding better-aligned roles for staff members who may be underperforming due to role fit.</p>

DOMAIN 3: Instructional Transformation

<p>DOMAIN 3</p> <p>Overall Considerations Instructional Transformation</p>	<p>These overarching considerations represent board governance best practice to support the district in this domain</p> <ul style="list-style-type: none"> • 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 different backgrounds. • 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. • The board encourages the appropriate use of assessments and other data to make policy decisions that will serve every student.
	<p>These overarching considerations represent system-wide best practices to ensure the district is serving ALL students effectively</p> <ul style="list-style-type: none"> • The district's instructional programs consistently address students' diverse cultures and needs and reflect an intentional, district-wide approach to recognizing and respecting the backgrounds of all stakeholders.

Indicator	Not Yet Met	Approaching	Meeting	Exceeding
3.1: District Vision for Instruction	<p><input type="checkbox"/> District Vision for Instruction and Coherence - The district does not have an established vision for instruction.</p> <p><input type="checkbox"/> High Quality Curricular Materials- The district does not provide high quality instructional curricular resources to schools. The district does not provide schools with support (e.g. PD, coaching) regarding curriculum implementation.</p>	<p><input type="checkbox"/> District Vision for Instruction and Coherence - 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 consistent across the entire district.</p> <p><input type="checkbox"/> High Quality Curricular Materials - 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"/> District Vision for Instruction and Coherence - 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"/> High Quality Curricular Materials - 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>In addition to <i>Meeting</i>:</p> <p><input type="checkbox"/> District Vision for Instruction and Coherence - The district ensures consistent policies from school to school within feeder patterns that support a unified and predictable student experience (e.g. homework policies, grading policies and systems, pathways planning). 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"/> High Quality Curricular Materials - 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>

Indicator	Not Yet Met	Approaching	Meeting	Exceeding
3.2: Assessment Systems and Data Culture	<p><input type="checkbox"/> Assessments - The district does not provide assessments to schools or support schools with the use of assessments.</p> <p><input type="checkbox"/> 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><input type="checkbox"/> Data Meetings - The district does not support principals and leadership teams in facilitating weekly data meetings.</p>	<p><input type="checkbox"/> 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><input type="checkbox"/> 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><input type="checkbox"/> 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><input type="checkbox"/> 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><input type="checkbox"/> Data Dashboard - The district uses a data dashboard that supports the collection and analysis of academic and non-academic local data aligned to district strategic priorities 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. The district has strong data systems and procedures in place to ensure accurate reporting while supporting department and school data needs to support school improvement.</p> <p><input type="checkbox"/> 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>In addition to <i>Meeting</i>:</p> <p><input type="checkbox"/> 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><input type="checkbox"/> 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><input type="checkbox"/> Data Meetings - The district engages in regular data meetings at the district level and 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>

Indicator	Not Yet Met	Approaching	Meeting	Exceeding
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"/> Systems of Specialized Support Programs - The district does not yet have specialized support programs that provide supports for MLL programming, SPED center programs, Affective Needs programming, and AEC campuses.</p> <p><input type="checkbox"/> Strategic Scheduling - The district does not provide schools flexibility in creating their schedules. The district does not support schools in modifying schedules to meet staff and student needs in order to promote high quality instructional programming and student learning.</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 providing pathways options for all students.</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"/> Systems of Specialized Support Programs - The district has developed limited specialized support programs that do not yet provide for a full continuum of supports for MLL programming, SPED center programs, Affective Needs programming, and AEC campuses. Programs may not be data-driven or equitably resourced.</p> <p><input type="checkbox"/> Strategic Scheduling - The district provides schools with limited flexibility to create their schedules and in modifying their schedules to meet staff and student needs in order to promote high quality instructional programming and student learning.</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 and has begun development of pathways options for students. The district may not yet have robust systems for guiding students in exploring and selecting a pathway and pathways may not yet result in industry certification, workforce experience, or other measurable outcomes.</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. The district ensures that district, school, and classroom MTSS processes are data-based to ensure that outside factors do not influence the determination of students' strengths and needs.</p> <p><input type="checkbox"/> Systems of Specialized Support Programs - The district has developed specialized support programs that provide for a full continuum of supports for MLL programming, SPED center programs, Affective Needs programming, and AEC campuses. The programs are data-driven and promote inclusion, equitable access, and equitable resources for programming. The district considers school performance and demographics when making program placement decisions in order to not overburden struggling schools. Note: if the district is rural/small scale and the need and resources do not warrant or support development of specialized programs and the district is providing the necessary services within the general education programs and/or through partnerships with BOCES or regional districts.</p> <p><input type="checkbox"/> Strategic Scheduling - The district provides schools with ample flexibility and guidance to create strategic schedules to promote student learning such as flexible scheduling for meeting student needs (e.g. advisory periods, intervention blocks), promoting student learning through pathways (e.g. block scheduling, flexible scheduling to allow for work-force experiences, concurrent enrollment at local colleges, etc), and staff learning (e.g. time for additional PD, data meetings, and collaborative teacher meetings).</p> <p><input type="checkbox"/> Post-secondary and Workforce Readiness (PSWR) - The district provides a well-articulated set of pathways for students that result in industry certification, attaining college credit, work based learning experience or other measurable outcomes. Note: if the district is rural/small district is partnering with BOCES and or regional districts to develop pathways programs and support access</p>	<p>In addition to <i>Meeting</i>:</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"/> Systems of Specialized Support Programs - The district has a <i>system</i> of specialized support programs that provide for a full continuum of supports for MLL programming, SPED center programs, Affective Needs programming, and AEC campuses. The <i>system</i> is data-driven and promotes inclusion, equitable access, and equitable resources for programming.</p> <p><input type="checkbox"/> Strategic Scheduling - The district has clear processes and systems to support innovation schools or other schools with flexibility in academic calendars, teacher work contract calendars, etc.</p> <p><input type="checkbox"/> Post-secondary and Workforce Readiness (PSWR) -The district's pathways are strategically selected based on industry workforce data, community and student needs data and are strategically developed across the district or region to promote access.</p>

			across the region.	
DOMAIN 4: Culture and Climate Shift				
DOMAIN 4 Overarching Considerations Culture and Climate Shift		These overarching considerations represent board governance best practice to support the district in this domain <ul style="list-style-type: none"> • The board adopts, reviews, and supports policies that encourage broad family and stakeholder engagement • The board consistently seeks out input from stakeholders using a clear process that is based on board policy and uses stakeholder input to inform decision-making. • The board consistently supports policies that encourage external partnerships to benefit low-performing schools. • The board sets goals through district policy, strategic planning and/or superintendent performance expectations related to employee and student engagement and satisfaction and regularly monitors progress towards those goals, directs resources to support those goals, and celebrates successes in attaining those goals. 		
Indicator	Not Yet Met	Approaching	Meeting	Exceeding
4.1: Employee Culture and Engagement	<p><input type="checkbox"/> Collaboration - The district does not provide intentional opportunities for strategic collaboration by employee groups (e.g. teachers, principals, etc) or across employee groups (e.g. working groups, all staff meetings, etc)</p> <p><input type="checkbox"/> Celebrations/Traditions/Rituals - 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"/> Communications – The district has limited or inconsistent district-wide communication tools to update employees on the district priorities, progress, expectations, and district policies or actions that impact employees.</p> <p><input type="checkbox"/> Employee Engagement/Satisfaction – The district does not have consistent mechanisms for understanding employee perspective and/or satisfaction (e.g. administers TLCC as required but doesn’t actively utilize the data to drive teacher engagement)</p>	<p><input type="checkbox"/> Collaboration - The district provides some opportunities for collaboration within employee groups or across employee groups, but these opportunities may be infrequent, lack strategic intention, or lack evidence-based structures to ensure effective use of time.</p> <p><input type="checkbox"/> Celebrations/Traditions/Rituals - The district provides opportunities for public acknowledgement of district, school, staff, or student successes. However, the district may not have created intentional traditions or rituals that promote belonging and stronger district-wide culture.</p> <p><input type="checkbox"/> Communications – The district has developed some district-wide communication tools to update employees on the district priorities, progress, expectations, and district policies or actions that impact employees. However, communication may be incomplete, not timely, or not provided using multiple methods (e.g. only a newsletter)</p> <p><input type="checkbox"/> Employee Engagement/Satisfaction – The district has limited mechanisms for understanding employee perspective and/or satisfaction (e.g. Utilizes TLCC annually but may not have similar mechanisms for understanding other employees’ perspectives and/or clear mechanisms for how to use the data to drive employee engagement and satisfaction).</p>	<p><input type="checkbox"/> Collaboration - The district provides multiple strategic opportunities for collaboration within employee groups or across employee groups. These opportunities serve to build a common culture across the district, reinforce shared values, promote cross-district alignment to shared strategic plan goals, etc.</p> <p><input type="checkbox"/> Celebrations/Traditions/Rituals - The district provides regular, meaningful opportunities for public acknowledgement of district, school, staff, or student successes. The district has intentionally created traditions or rituals that promote belonging and stronger district-wide culture.</p> <p><input type="checkbox"/> Communications – The district has developed robust and relevant district-wide communication tools to update employees on the district priorities, progress, expectations, and district policies or actions that impact employees. District communications are timely, valued, and serve the purpose of ensuring all employees have a common understanding of district priorities, progress, context, and how it relates to their role. It is clear how employees can respond to communication and ask questions or provide further input.</p> <p><input type="checkbox"/> Employee Engagement/Satisfaction – The district has multiple mechanisms for regularly soliciting and understanding the perspective of all employees aligned to district priorities, employee experiences of efficacy and belonging, and employee’s challenges and unmet needs. The district has clear and transparent systems for how it analyzes and utilizes that data to drive improvements in employee engagement and satisfaction</p>	<p>In addition to <i>Meeting</i>:</p> <p><input type="checkbox"/> Collaboration – The district has multiple opportunities for collaborative working groups across the district that directly support implementation of the district strategic plan and inform district priorities and direction.</p> <p><input type="checkbox"/> Celebrations/Traditions/Rituals - NA</p> <p><input type="checkbox"/> Communications – The district has multiple active mechanisms for soliciting employee perspective on issues throughout the communication cycle (i.e. identifying and informing key communications, establishing mechanisms for fielding questions and input, etc)</p> <p><input type="checkbox"/> Employee Engagement/Satisfaction – Employee engagement systems intentionally solicit employee ideas for improving district systems and employee experience and have clear and transparent systems for how that data gets utilized to drive improvements.</p>

Indicator	Not Yet Met	Approaching	Meeting	Exceeding
4.2 Student Culture and Engagement	<p>❑ Engaging Learning Environment – District does not articulate common expectations for an engaging learning environment.</p> <p>❑ Attendance – The district does not have systems to effectively track or respond to low attendance and chronic absenteeism</p> <p>❑ Behavioral Supports and Trends – The district does not articulate common expectations for behavioral supports and interventions or use of in-school or out of school suspensions. The district does not consistently or strategically monitor behavior data across schools.</p> <p>❑ Student Perception - The district does not have consistent mechanisms for understanding student perspective and/or satisfaction</p>	<p>❑ Engaging Learning Environment – The district has developed a vision for an engaging learning environment, 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 engagement reflects the district’s mission, vision, and values. Evidence of this vision is visible across some schools and classrooms but not consistent across the entire district.</p> <p>❑ Attendance – The district has some systems for tracking attendance and chronic absenteeism but may lack systems or capacity to regularly analyze the data by school, student population, trends in absenteeism (e.g. days of the week, times, etc). The district is beginning to develop some strategies for responding to absenteeism and chronic absenteeism (e.g. school-based attendance teams, family engagement, incentives, etc)</p> <p>❑ Behavioral Supports and Trends – The district articulates common expectations for behavioral supports and interventions or use of in-school or out of school suspensions. The district has limited systems for monitoring behavior and suspension data across schools.</p> <p>❑ Student Perception - The district has limited mechanisms for understanding student perspective and/or satisfaction (e.g. may administer Healthy Kids Colorado periodically but lack an annual means of measuring student satisfaction or a mechanism that is customized to the district). District lacks system and capacity to effectively analyze and utilize student perception data.</p>	<p>❑ Engaging Learning Environment – The district provides all schools with a common vision for an engaging learning environment 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 levels of student engagement in the learning environment district-wide. Evidence of this vision is visible across schools and in all classrooms.</p> <p>❑ Attendance – The district has robust systems for tracking attendance and chronic absenteeism and robust systems or capacity to regularly analyze the data by school, student population, trends in absenteeism (e.g. days of the week, times, etc). The district has well-developed strategies for responding to absenteeism and chronic absenteeism (e.g. school-based attendance teams, family engagement, incentives, etc) that are regularly evaluated and adjusted for effectiveness.</p> <p>❑ Behavioral Supports and Trends – The district articulates common expectations for behavioral supports and interventions or use of in-school or out of school suspensions. The district provides robust support and/or resources to schools to enable schools to implement effective behavior supports school-wide and specifically for its highest needs students. The district has limited systems for monitoring behavior and suspension data across schools.</p> <p>❑ Student Perception -The district has multiple mechanisms for regularly soliciting and understanding the perspective of all students aligned to district priorities, student experiences of efficacy and belonging, and student’s challenges and unmet needs. The district has clear and transparent systems for how it analyzes and utilizes that data to drive improvements in student engagement and learning</p>	<p>❑ Engaging Learning Environment – District has clear systems in place for soliciting student feedback on the learning environment and ideas for improving it and a system for using that feedback to drive improvements.</p> <p>❑ Attendance – The district has clear systems in place for soliciting and understanding student and family perspective on attendance (barriers and potential solutions) and incorporating that information to inform strategies. The district has robust external partnerships to support attendance and reduce chronic absenteeism.</p> <p>❑ Behavioral Supports and Trends – NA</p> <p>❑ Student Perception – The district has mechanisms for soliciting student ideas on improvements for the district and schools and developing and empowering student leaders to help drive towards those solutions (e.g. student board, etc)</p>

<p>4.3: Family and Stakeholder Engagement</p>	<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"/> Strategic Community Partnerships - The district does not support strategic partnerships to build and expand its capacity for student and staff support, leveraging the improvement efforts at schools, and broadening student learning opportunities (e.g. - health care, mental health services, academic offerings, tech agreements with local internet providers, partnerships with universities/colleges to build teacher or leader pipelines, partnerships to decrease health care or facilities costs).</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. The district maintains minimal expectations for required stakeholder input groups (e.g. DAC) in compliance with statute or board policy.</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. District ensures that the majority of schools maintain minimal expectations for required stakeholder input groups (e.g. SAC) in compliance with statute or board policy.</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"/> Strategic Community Partnerships - The district supports strategic partnerships to build and expand its capacity for student and staff support, leveraging the improvement efforts at schools, and broadening student learning opportunities (e.g. - health care, mental health services, academic offerings, tech agreements with local internet providers, partnerships with universities/colleges to build teacher or leader pipelines, partnerships to decrease health care or facilities costs). Partnerships may not always align with district and school priorities.</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. The district has robust and active required stakeholder input groups (e.g. DAC)</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. The district supports schools in developing and maintaining robust active required stakeholder groups (e.g. SAC)</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"/> Strategic Community Partnerships - The district fosters, facilitates, and supports strategic partnerships to build and expand its capacity for student and staff support, leveraging the improvement efforts at schools, and broadening student learning opportunities (e.g. - health care, mental health services, academic offerings, tech agreements with local internet providers, partnerships with universities/colleges to build teacher or leader pipelines, partnerships to decrease health care or facilities costs). The district acts as a broker and gatekeeper to ensure partnerships align with district and school priorities.</p>	<p>In addition to <i>Meeting</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"/> Strategic Community Partnerships -The district has an intentional model for incorporating strategic partnership (e.g. Community Schools) and actively supports the development and implementation of that model.</p>
--	---	--	--	--

