

District Four Domains Diagnostic Rubric

Scoring: 1=Below Standard 2=Developing 3=Proficient 4=Exemplary

Domain 1: Leadership for Rapid School Improvement	Domain 2: Talent Management	Domain 3: Instructional Transformation	Domain 4: Culture and Climate Shift
<p>1.1: Prioritize improvement and communicate its urgency</p> <ul style="list-style-type: none"> <input type="checkbox"/> Mission and vision <input type="checkbox"/> Mission- and vision-informed decision-making <input type="checkbox"/> Commitment to supporting low-performing schools <input type="checkbox"/> Defined autonomy <input type="checkbox"/> Equity <input type="checkbox"/> Board support 	<p>2.1: Recruit, develop, retain, and sustain talent</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recruitment <input type="checkbox"/> Hiring <input type="checkbox"/> Placement <input type="checkbox"/> Retention <input type="checkbox"/> Equity <input type="checkbox"/> Board support 	<p>3.1: Diagnose and respond to student learning needs</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assessments <input type="checkbox"/> Data infrastructure <input type="checkbox"/> Tiered supports <input type="checkbox"/> Resources to support all students <input type="checkbox"/> Equity <input type="checkbox"/> Board support 	<p>4.1: Build a strong community intensely focused on student learning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaboration between schools <input type="checkbox"/> Collaboration within schools <input type="checkbox"/> Equity <input type="checkbox"/> Board support
<p>1.2: Monitor short- and long-term goals</p> <ul style="list-style-type: none"> <input type="checkbox"/> District goal setting <input type="checkbox"/> School goal setting <input type="checkbox"/> Improvement planning <input type="checkbox"/> Progress monitoring and adjusting course <input type="checkbox"/> Accountability <input type="checkbox"/> Equity <input type="checkbox"/> Board support 	<p>2.2: Target professional learning opportunities</p> <ul style="list-style-type: none"> <input type="checkbox"/> Professional development (PD) <input type="checkbox"/> Partnerships <input type="checkbox"/> Continuity and monitoring <input type="checkbox"/> Principal coaching and supervision <input type="checkbox"/> Pipelines and career pathways <input type="checkbox"/> Equity <input type="checkbox"/> Board support 	<p>3.2: Provide rigorous, evidence-based instruction</p> <ul style="list-style-type: none"> <input type="checkbox"/> Curriculum <input type="checkbox"/> Curricular support and oversight <input type="checkbox"/> Instructional framework <input type="checkbox"/> Instructional observation and feedback <input type="checkbox"/> Data meetings <input type="checkbox"/> Equity <input type="checkbox"/> Board support 	<p>4.2: Solicit and act upon stakeholder input</p> <ul style="list-style-type: none"> <input type="checkbox"/> District stakeholder input <input type="checkbox"/> School stakeholder input <input type="checkbox"/> Evaluation <input type="checkbox"/> Equity <input type="checkbox"/> Board support
<p>1.3: Customize and target support to meet the needs of low-performing schools</p> <ul style="list-style-type: none"> <input type="checkbox"/> Differentiated supports <input type="checkbox"/> Leadership <input type="checkbox"/> Priorities <input type="checkbox"/> Resources <input type="checkbox"/> Equity <input type="checkbox"/> Board support 	<p>2.3: Set clear performance expectations</p> <ul style="list-style-type: none"> <input type="checkbox"/> Competencies <input type="checkbox"/> Process <input type="checkbox"/> Addresses underperformance <input type="checkbox"/> District staff <input type="checkbox"/> Equity <input type="checkbox"/> Board support 	<p>3.3: Remove barriers and provide opportunities</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identification <input type="checkbox"/> Post-secondary and workforce readiness resources <input type="checkbox"/> Academic calendar <input type="checkbox"/> Extended learning time <input type="checkbox"/> Equity <input type="checkbox"/> Board support 	<p>4.3: Engage students and families in pursuing education goals</p> <ul style="list-style-type: none"> <input type="checkbox"/> Engagement opportunities <input type="checkbox"/> Resources <input type="checkbox"/> Partnerships <input type="checkbox"/> Communication <input type="checkbox"/> Equity <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 Turnround](#), as well as [Colorado's Four Domains of Rapid School Improvement](#)

Domain 1: Leadership for Rapid School Development

Indicator	Below Standard (1)	Developing (2)	Proficient (3)	Exemplary (4)
<p>1.1: Prioritize improvement and communicate its urgency</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Mission and vision - The board, superintendent, and district lack a mission and vision that communicates the district's priorities. <input type="checkbox"/> Mission- and vision-informed decision-making - The board, superintendent, and district does not ground decision making in the district's mission and vision. <input type="checkbox"/> Commitment to supporting low-performing schools - The district does not prioritize support for low-performing schools, or expresses the desire to do so but does not follow through with meaningful action or resources. <input type="checkbox"/> Defined autonomy - The district does not clearly define or distinguish between areas of high organizational consistency and areas where schools are empowered to make decisions. <input type="checkbox"/> Equity - The district's mission and vision and decision-making are not informed by consideration of equitable outcomes for traditionally underserved stakeholders. <input type="checkbox"/> Board support - The board's actions do not support district leadership in developing goals and allocating funding and support for the district's mission and vision and turnaround efforts. 	<ul style="list-style-type: none"> <input type="checkbox"/> Mission and vision - The board, superintendent, and district have a mission and vision, but the mission and vision do not clearly communicate the district's priorities, or most stakeholders cannot recall the key components of the mission and vision. <input type="checkbox"/> Mission- and vision-informed decision-making - The board, superintendent, and district ground decision making in the district's mission and vision less than half the time. <input type="checkbox"/> Commitment to supporting low-performing schools - The district occasionally demonstrates a willingness to prioritize support for low-performing schools and to make difficult decisions in support of these schools when necessary. <input type="checkbox"/> Defined autonomy - The district occasionally defines and distinguishes between areas of high organizational consistency and areas where schools are empowered to make decisions. <input type="checkbox"/> Equity - The district's mission and vision and decision-making are occasionally informed by consideration of equitable outcomes for traditionally underserved stakeholders. <input type="checkbox"/> Board support - The board occasionally allocates funding in support of the district's mission and vision and turnaround efforts based on district recommendations, policies, and desired outcomes. 	<ul style="list-style-type: none"> <input type="checkbox"/> Mission and vision - The board, superintendent, and district have a shared understanding of a mission and vision that communicates the district's priorities, and the majority of stakeholders can readily recall the key components of the mission and vision. <input type="checkbox"/> Mission- and vision-informed decision-making - The board, superintendent, and district ground decision making in the district's mission and vision the majority of the time. <input type="checkbox"/> Commitment to supporting low-performing schools - The district consistently demonstrates a willingness to prioritize support for low-performing schools and to make difficult decisions in support of these schools when necessary. <input type="checkbox"/> Defined autonomy - The district consistently and clearly defines and distinguishes between areas of high organizational consistency and areas where schools are empowered to make decisions. <input type="checkbox"/> Equity - The district's mission and vision and decision-making are consistently informed by consideration of equitable outcomes for traditionally underserved stakeholders. <input type="checkbox"/> Board support - The board consistently allocates funding in support of the district's mission and vision and turnaround efforts based on district recommendations, policies, and desired outcomes. 	<ul style="list-style-type: none"> <input type="checkbox"/> Mission and vision - In addition to <i>Proficient</i>, the mission and vision paints a compelling future picture of the district that inspires stakeholders to take specific actions in support of district priorities. <input type="checkbox"/> Mission- and vision-informed decision-making - In addition to <i>Proficient</i>, the district's mission and vision inform decisions across the organization and at the school level. <input type="checkbox"/> Commitment to supporting low-performing schools - In addition to <i>Proficient</i>, the district sustains strong support for low-performing schools over multiple years or through leadership change. <input type="checkbox"/> Defined autonomy - In addition to <i>Proficient</i>, the district has a system through which schools can earn greater autonomy with greater performance. <input type="checkbox"/> Equity - In addition to <i>Proficient</i>, the district communicates the importance of equity to internal and external stakeholders and provides resources to support diversity, equity, and inclusion (DEI) work. <input type="checkbox"/> Board support - In addition to <i>Proficient</i>, the board takes proactive efforts to collaborate with district leadership in developing goal and supporting the district's mission and vision and turnaround efforts.

1.2: Monitor short- and long-term goals.

- District goal setting** - The district has goals, but the goals are not specific or measurable, not clearly aligned to the district’s initiatives, or are known or supported by few stakeholders.
- School goal setting** - The district does not take an active role in goal setting with schools.
- Improvement planning** - The district does not have established processes for improvement planning at the district or school levels.
- Progress monitoring and adjusting course** - The district does not have established processes to monitor progress or adjust course. or the monitoring processes are not meaningfully informed by data.
- Accountability** - The district does not have internal mechanisms to hold itself and schools accountable for district goals or school performance.
- Equity** - The district’s goal setting, progress monitoring, course adjustments, and accountability mechanisms do not meaningfully consider equitable outcomes for traditionally underserved stakeholders.
- Board support** - The board occasionally monitors progress toward district goals but does not specifically monitor the results of policies related to school turnaround.

- District goal setting** - The district has some specific, measurable, ambitious, and attainable short- and long-term goals that are mostly aligned to district priorities, and some stakeholders know and support some of the goals.
- School goal setting** - The district supports schools in setting goals, but goals may not be specific, measurable, ambitious, and attainable, aligned to the school’s priorities, or known and supported by most stakeholders.
- Improvement planning** - The district has processes for data-informed improvement planning, but does not implement them consistently or uses limited data.
- Progress monitoring and adjusting course** - The district has processes for progress monitoring at the district and school levels, but lacks consistency in implementation, uses limited data, or lacks a process to strategically adjust course as needed.
- Accountability** - The district attempts to hold itself and schools accountable for district goals and school performance, but does not do so consistently, transparently, or effectively.
- Equity** - The district’s goal setting, progress monitoring, course adjustments, and accountability mechanisms occasionally include consideration of equitable outcomes for traditionally underserved stakeholders.
- Board support** - The board occasionally monitors progress toward district goals and the results of policies related to school turnaround.

- District goal setting** - The district consistently set specific, measurable, ambitious, and attainable short- and long-term goals aligned to district priorities, and most stakeholders know and support the majority of the goals.
- School goal setting** - The district supports schools in setting specific, measurable, ambitious, and attainable goals aligned to the school’s priorities, and the majority of stakeholders know and support the school’s goals.
- Improvement planning** - The district consistently implements established processes for improvement planning at the district and school levels based on a variety of high-quality data.
- Progress monitoring and adjusting course** - The district has well-established processes that use a variety of data to monitor progress toward district and school goals, identify trends across schools, and strategically adjust course as needed.
- Accountability** - The district consistently implements transparent internal processes to hold itself accountable for district goals and to hold schools accountable for school performance.
- Equity** - The district’s goal setting, progress monitoring, course adjustments, and accountability mechanisms consistently include consideration of equitable outcomes for traditionally underserved stakeholders.
- Board support** - The board consistently monitors progress toward district goals and the results of policies related to school turnaround.

- District goal setting** - In addition to *Proficient*, the district has an established process to regularly revisit and adjust goals in response to data, changing priorities, and community feedback.
- School goal setting** - In addition to *Proficient*, the district works with schools to create alignment between individual schools’ goals and the district’s goals.
- Improvement planning** - In addition to *Proficient*, the district effectively enlists a variety of internal and external stakeholders in the improvement planning process.
- Progress monitoring and adjusting course** - In addition to *Proficient*, the district’s processes for monitoring progress and adjusting course are widely understood, building confidence in the district’s ability to support low-performing schools.
- Accountability** - In addition to *Proficient*, the district’s accountability systems are widely understood and clearly linked to district policy, reducing internal and external resistance to accountability.
- Equity** - In addition to *Proficient*, the district is transparent about its shortcomings and challenges in regard to equity in monitoring and accountability, and engages in internal and external dialogues about improving these systems.
- Board support** - In addition to *Proficient*, 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 policies in these schools.

1.3: Customize and target support to meet the needs of low-performing schools

- Differentiated supports** - The district generally provides the same supports to all schools, regardless of school performance, and does not strategically coordinate the supports of various district teams.
- 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.
- Priorities** - The district does not allow for prioritizing a smaller number of turnaround initiatives at low-performing schools.
- Resources** - The district does not prioritize funding and resources for low-performing schools.
- Equity** - The district does not make meaningful adjustments to supports and resources, beyond what is required, to account for the additional needs of ELLs, students with special needs, and students who qualify for free- and reduced-price lunch.
- Board support** - The board does not consistently support district policies regarding turnaround efforts in low-performing schools and does not ensure that the district's budget is aligned with those policies and efforts.

- Differentiated supports** - The district provides differentiated supports to low-performing schools but does so inconsistently or with a lack of transparency, or does not effectively coordinate the supports of various district teams.
- 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.
- Priorities** - 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 turnaround efforts.
- Resources** - The district makes some efforts to prioritize funding and resources for low-performing schools, but does so inconsistently.
- Equity** - The district provides minimal additional supports and resources, beyond what is required, for the additional needs of ELLs, students with special needs, and students who qualify for free- and reduced-price lunch, and may do so inconsistently.
- Board support** - The board occasionally supports district policies regarding turnaround efforts in low-performing schools and occasionally ensures that the district's budget is aligned with those policies and efforts.

- Differentiated supports** - The district consistently implements a transparent and systematic approach to providing differentiated supports to low-performing schools, including coordinating and adjusting the supports of various district teams.
- 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.
- Priorities** - The district empowers principals and principal managers at low-performing schools to focus their efforts on a small number of turnaround initiatives at the cost of deprioritizing other district initiatives, if necessary.
- Resources** - The district consistently prioritizes funding and resources for low-performing schools, creating sustainable and predictable systems of support.
- Equity** - The district consistently and systematically provides substantial supports and resources, beyond what is required, for the additional needs of ELLs, students with special needs, and students who qualify for free- and reduced-price lunch.
- Board support** - The board consistently supports district policies regarding turnaround efforts in low-performing schools and consistently ensures that the district's budget is aligned with those policies and efforts.

- Differentiated supports** - In addition to *Proficient*, the district ensures continuity of support from year to year, including consistency in district staffing/relationships when possible.
- Leadership** - In addition to *Proficient*, the leaders who support low-performing schools have significant input in district decisions, ensuring that low-performing schools are well-represented in district decisions.
- Priorities** - In addition to *Proficient*, the district proactively shields low-performing schools from some initiatives, actively encouraging leaders in low-performing schools to focus on a small number of high-leverage turnaround strategies.
- Resources** - In addition to *Proficient*, the district proactively and aggressively seeks out additional funding and resources for their lowest performing schools.
- Equity** - In addition to *Proficient*, the district proactively and aggressively seeks out additional resources for ELLs, students with special needs, and students who qualify for free- and reduced-price lunch.
- Board support** - In addition to *Proficient*, the board encourages district leaders' proactive consideration of the needs of low-performing schools and approves requests for the allocation of resources to meet these needs.

Domain 2: Talent Management

Indicator	Below Standard (1)	Developing (2)	Proficient (3)	Exemplary (4)
<p>2.1: Recruit, develop, retain, and sustain talent</p>	<ul style="list-style-type: none"> <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. <input type="checkbox"/> Hiring - The district does not adjust hiring processes for low-performing schools. <input type="checkbox"/> Placement - The district does not make efforts to direct high-performing teachers, principals, and principal managers to low-performing schools. <input type="checkbox"/> Retention - The district does not make meaningful efforts to retain high-performing teachers, principals, and principal managers in low-performing schools. <input type="checkbox"/> Equity - The district does not consider staff diversity at low-performing schools serving students of color. <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. 	<ul style="list-style-type: none"> <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. <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. <input type="checkbox"/> Placement - The district makes efforts to direct high-performing teachers, principals, and principal managers to low-performing schools, does so inconsistently. <input type="checkbox"/> Retention - The district makes efforts to retain high-performing teachers, principals, and principal managers in low-performing schools, but does so inconsistently. <input type="checkbox"/> Equity - The district makes efforts to recruit, hire, place, and retain educators of color in low-performing schools serving students of color, but lacks a consistent or systematic approach to doing so. <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. 	<ul style="list-style-type: none"> <input type="checkbox"/> Recruitment - The district implements a strategic long-term plan to recruit high-quality teachers, principals, and district staff to low-performing schools, and allows schools additional strategies (e.g. incentives) or flexibility (e.g. hiring timelines) as needed. <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. <input type="checkbox"/> Placement - The district has processes and incentives that consistently direct high-performing teachers, principals, and principal managers to low-performing schools. <input type="checkbox"/> Retention - The district has well-established processes and incentives that effectively increase the retention of high-performing teachers, principals, and principal managers in low-performing schools. <input type="checkbox"/> Equity - The district has consistent and intentional practices to recruit, hire, place, and retain educators of color in low-performing schools serving students of color. <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. 	<ul style="list-style-type: none"> <input type="checkbox"/> Recruitment - In addition to <i>Proficient</i>, the district's recruitment process strategically seeks out candidates with specific knowledge, skills, or mindsets to succeed in low-performing schools. <input type="checkbox"/> Hiring - In addition to <i>Proficient</i>, the district has processes in place that proactively streamline the hiring of high-quality staff for low-performing schools. <input type="checkbox"/> Placement - In addition to <i>Proficient</i>, district leadership considers the strategic placement of high-performing leaders in low-performing schools when coordinating leadership transitions. <input type="checkbox"/> Retention - In addition to <i>Proficient</i>, the district provides low-performing schools greater flexibility in non-renewal to replace teachers who do not meet expectations or are not aligned with turnaround efforts. <input type="checkbox"/> Equity - In addition to <i>Proficient</i>, the district has a district-wide, strategic long-term plan to recruit, hire, place, and retain educators of color at the school and district levels. <input type="checkbox"/> Board support - In addition to <i>Proficient</i>, the board initiates conversations and policies regarding staff diversity and recruitment, hiring, placement, and retention at low-performing schools.

<p>2.2: Target professional learning opportunities</p>	<ul style="list-style-type: none"> <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. <input type="checkbox"/> Partnerships - The district does not strategically and intentionally engage external partnerships or programs. <input type="checkbox"/> Continuity and monitoring - The district does not ensure continuity in PD offerings, lacks processes to evaluate the effectiveness of PD, and does not provide follow up and monitoring of PD. <input type="checkbox"/> Principal coaching and supervision - The district does not provide frequent coaching or feedback to leaders in low-performing schools. <input type="checkbox"/> Pipelines and career pathways - The district has not established leadership pipelines and career pathways for promising teachers and school leaders. <input type="checkbox"/> Equity - PD opportunities do not incorporate diversity, equity, and inclusion (DEI), and pipelines and career pathways do not contribute to staff diversity at low-performing schools. <input type="checkbox"/> Board support - The board does not monitor the policies and outcomes regarding the district's PD, partnerships, and leadership pipelines and pathways. 	<ul style="list-style-type: none"> <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. <input type="checkbox"/> Partnerships - The district engages external partnerships and programs, but does not consider the needs of low-performing schools in doing so. <input type="checkbox"/> Continuity and monitoring - The district occasionally provides continuity in PD offerings, but does not consistently evaluate the effectiveness of PD or provide follow up and monitoring of PD. <input type="checkbox"/> Principal coaching and supervision - The district provides regular 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. <input type="checkbox"/> Pipelines and career pathways - The district has leadership pipelines and career pathways for promising teachers and leaders, but these programs do not include training and incentives to support placement in low-performing schools. <input type="checkbox"/> Equity - PD opportunities occasionally incorporate DEI, or pipelines and career pathways occasionally contribute to staff diversity at low-performing schools. <input type="checkbox"/> Board support - The board occasionally monitors the policies and outcomes regarding the district's PD, partnerships, and leadership pipelines and pathways. 	<ul style="list-style-type: none"> <input type="checkbox"/> Professional development (PD) - The district consistently provides high-quality, differentiated PD across a variety of topics to support school and district priorities and effectively meet the needs of staff who work in and support low-performing schools. <input type="checkbox"/> Partnerships - The district strategically engages external partnerships and programs to meet the needs of low-performing schools. <input type="checkbox"/> Continuity and monitoring - The district consistently provides continuity in PD offering, has processes to regularly evaluate the effectiveness of PD, and provides follow up and monitoring of PD. <input type="checkbox"/> Principal coaching and supervision - 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 support and follow through. <input type="checkbox"/> Pipelines and career pathways - The district has established leadership pipelines and career pathways for promising teachers and leaders that includes training and incentives for placement and high performance in low-performing schools. <input type="checkbox"/> Equity - PD opportunities consistently incorporate DEI, and pipelines and career pathways consistently contribute to staff diversity at low-performing schools. <input type="checkbox"/> Board support - The board consistently monitors the policies and outcomes regarding the district's PD, partnerships, and leadership pipelines and pathways, and supports adjustments to these policies and initiatives when needed. 	<ul style="list-style-type: none"> <input type="checkbox"/> Professional development (PD) - In addition to <i>Proficient</i>, the district empowers district and school leaders to seek their own professional development within and outside the district. <input type="checkbox"/> Partnerships - In addition to <i>Proficient</i>, the district proactively seeks out external partnerships, programs, and PD aligned with the needs of low-performing schools. <input type="checkbox"/> Continuity and monitoring - In addition to <i>Proficient</i>, the district makes meaningful adjustments to PD offerings in response to evaluations. <input type="checkbox"/> Principal coaching and supervision - In addition to <i>Proficient</i>, the district provides coaching that is tailored to principals' performance goals and aligns with the district's leadership competencies. <input type="checkbox"/> Pipelines and career pathways - In addition to <i>Proficient</i>, the district's leadership pipeline considers future school needs, identifying and developing potential turnaround leaders two or more years before assuming leadership roles. <input type="checkbox"/> Equity - In addition to <i>Proficient</i>, DEI is a meaningful component of the district's long-term, strategic plan for PD, and diversity is a meaningful consideration in design of the district's pipelines and pathways. <input type="checkbox"/> Board support - In addition to <i>Proficient</i>, the board initiates conversations regarding how PD and partnerships and the policies that guide them are contributing to board, district, and school goals.
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<p>2.3: Set clear performance expectations</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Competencies - The district's performance expectations are not competency-based. <input type="checkbox"/> Process - The district has not established consistent processes for evaluating teachers, principals, and district staff performance. <input type="checkbox"/> Addresses underperformance - The district's performance evaluation system does not provide feedback to improve performance or facilitate the non-renewal of staff who do not meet performance expectations. <input type="checkbox"/> District staff - The district does not ensure clear roles, expectations, and accountability for district staff who support low-performing schools. <input type="checkbox"/> Equity - The district's goals and performance management expectations and competencies do not include consideration of DEI and culturally responsive pedagogy. <input type="checkbox"/> Board supports - The board does not monitor the district's outcomes and policies related to performance management. 	<ul style="list-style-type: none"> <input type="checkbox"/> Competencies - The district provides competency-based performance expectations for staff in low-performing schools, but competencies are not clearly linked to best practices in school turnaround. <input type="checkbox"/> Process - The district has established processes for teacher, principal, and district staff performance evaluations, but may not implement the processes consistently. <input type="checkbox"/> Addresses underperformance - The district's performance evaluation system occasionally provides feedback to improve performance or facilitates the non-renewal of staff who do not meet performance expectations. <input type="checkbox"/> District staff - The district makes some efforts to ensure clear roles, expectations, and accountability for district staff who support low-performing schools, but does so inconsistently or selectively, resulting in inconsistent supports. <input type="checkbox"/> Equity - The district's goals and performance management expectations and competencies occasionally include consideration of DEI and culturally responsive pedagogy. <input type="checkbox"/> Board supports - The board occasionally monitors the district's outcomes and policies related to performance management. 	<ul style="list-style-type: none"> <input type="checkbox"/> Competencies - The district establishes high, clear, competency-based performance expectations for staff in low-performing schools that are specifically linked to best practices in school turnaround. <input type="checkbox"/> Process - The district consistently implements well-established and predictable processes for teacher, principal, and district staff performance evaluations. <input type="checkbox"/> Addresses underperformance - The district's performance evaluation system consistently provides quality feedback to improve performance and facilitates non-renewal of staff who do not meet expectations. <input type="checkbox"/> District staff - The district consistently ensures clear roles, expectations, and accountability for district staff who support low-performing schools so that schools receive timely, consistent, and effective district supports. <input type="checkbox"/> Equity - The district's goals and performance management expectations and competencies consistently and explicitly include consideration of DEI and culturally responsive pedagogy and teaching practices. <input type="checkbox"/> Board supports - The board consistently monitors the district's outcomes and policies related to performance management. 	<ul style="list-style-type: none"> <input type="checkbox"/> Competencies - In addition to <i>Proficient</i>, the district modifies performance expectations for low-performing schools to meet their unique needs and emphasize best practices in low-performing schools. <input type="checkbox"/> Process - In addition to <i>Proficient</i>, the outcomes of performance evaluations are linked to clear next steps for both accountability and support. <input type="checkbox"/> Addresses underperformance - In addition to <i>Proficient</i>, the district's performance evaluation process facilitates finding better-aligned roles for staff members who may be underperforming due to role fit. <input type="checkbox"/> District staff - In addition to <i>Proficient</i>, the district regularly monitors the effectiveness of the various roles and district programs that support schools to improve district practices and more strategically deploy resources. <input type="checkbox"/> Equity - In addition to <i>Proficient</i>, the district's human resources team considers and proactively responds to potential bias in performance management. <input type="checkbox"/> Board supports - In addition to <i>Proficient</i>, the board initiates conversations regarding the improvement of district policies related to performance management.
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Domain 3: Instructional Transformation

Indicator	Below Standard (1)	Developing (2)	Proficient (3)	Exemplary (4)
<p>3.1: Diagnose and respond to student learning needs</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Assessments - The district does not provide assessments to schools or support schools with the use of assessments. <input type="checkbox"/> Data infrastructure - The district does not provide schools with data infrastructure to support the use of data. <input type="checkbox"/> Tiered supports - The district does not provide support to schools to implement Multi-Tiered System of Supports (MTSS). <input type="checkbox"/> Resources to support all students - The district does not provide resources, beyond what is required by statute, to identify and serve the needs of English Language Learners (ELLs), students with special needs, and gifted students. <input type="checkbox"/> Equity - The district does not have processes to regularly analyze the performance of subgroups of students. <input type="checkbox"/> Board supports - The board does not monitor the district’s policies and outcomes regarding serving all learners, including ELLs, students with special needs, gifted students, at-risk subgroups, and other learners with diverse needs. 	<ul style="list-style-type: none"> <input type="checkbox"/> Assessments - The district provides schools with assessments but does not ensure that assessments are rigorous or standards-aligned, or does not support schools with understanding assessments results and responding to the data. <input type="checkbox"/> Data infrastructure - The district provides schools with limited data infrastructure (e.g. platforms, technical support) to support the use of academic and non-academic data. <input type="checkbox"/> Tiered supports - The district provides limited guidance, models, resources, and PD to support schools with MTSS, but lacks a district-level MTSS process. <input type="checkbox"/> Resources to support all students - The district provides some resources (e.g. staffing, curriculum, technology) to help schools identify and serve ELLs, students with special needs, gifted students, at-risk subgroups, and other diverse learners, but resource scarcity remains a barrier. <input type="checkbox"/> Equity - The district analyzes student subgroup performance, but does not do so consistently, or the performance trends are not meaningfully discussed or responded to at the school or district levels. <input type="checkbox"/> Board supports - The board occasionally monitors the district’s policies and outcomes regarding serving all learners, including ELLs, students with special needs, gifted students, at-risk subgroups, and other learners with diverse needs. 	<ul style="list-style-type: none"> <input type="checkbox"/> Assessments - The district provides schools with rigorous, standards-aligned assessments in core content areas, supports schools with understanding and responding to assessment results, and ensures that assessments meet schools’ needs. <input type="checkbox"/> Data infrastructure - The district provides schools with a range of data infrastructure (e.g., platforms, technical support) to support the use of academic and non-academic data. <input type="checkbox"/> Tiered supports - The district provides ample guidance, models, resources, and PD to ensure that schools effectively implement MTSS, and also has a district level MTSS process. <input type="checkbox"/> Resources to support all students - The district ensures that schools have ample resources (e.g. staffing, curriculum, technology) to effectively identify and serve ELLs, students with special needs, gifted students, at-risk subgroups, and other diverse learners. <input type="checkbox"/> Equity - The district has well-established processes to consistently analyze the performance of subgroups of students at the school and district level, review trends with school and district leaders, and implement interventions in response to trends. <input type="checkbox"/> Board supports - The board consistently monitors the district’s policies and outcomes regarding serving all learners, including ELLs, students with special needs, gifted students, at-risk subgroups, and other learners with diverse needs. 	<ul style="list-style-type: none"> <input type="checkbox"/> Assessments - In addition to <i>Proficient</i>, the district provides common formative weekly assessment or a data platform and PD for school teams to maximize the value of assessment results. <input type="checkbox"/> Data infrastructure - The district proactively considers how data infrastructure supports efforts (e.g.\$ instructional coaching, attendance) at low-performing schools. <input type="checkbox"/> Tiered supports - In addition to <i>Proficient</i>, the district helps school-level MTSS teams learn from and observe best practices in MTSS from across the district. <input type="checkbox"/> Resources to support all students - In addition to <i>Proficient</i>, the district leadership supports and advocates for diverse learners, trains school-based staff in best-practices, monitors subgroup performance, and strategically allocates resources in alignment with these students’ needs. <input type="checkbox"/> Equity - In addition to <i>Proficient</i>, the district regularly adjusts the allocation of resources (staffing, funding, district support) to support subgroups of students based on trends in performance. <input type="checkbox"/> Board supports - In addition to <i>Proficient</i>, the board takes a proactive role in advocating for the needs of student subgroups and ensuring that programs supporting diverse learners are amply funded.

<p>3.2: Provide rigorous, evidence-based instruction</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Curriculum - The district does not provide curricular resources to schools. <input type="checkbox"/> Curricular support and oversight - The district does not provide schools with support (PD, coaching) regarding curriculum implementation. <input type="checkbox"/> Instructional framework - The district does not have an established instructional framework. <input type="checkbox"/> Instructional observation and feedback - The district does not support schools with instructional observations and feedback. <input type="checkbox"/> Data meetings - The district does not support principal managers and school leadership and teacher teams in implementing data meetings. <input type="checkbox"/> Equity - The district's curricular resources and instructional framework do not include consideration of students' diverse cultures and needs. <input type="checkbox"/> Board support - The board does not ensure that the district applies best practices aligned with district policy in choosing and implementing curricula, instructional frameworks, and turnaround efforts. 	<ul style="list-style-type: none"> <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. <input type="checkbox"/> Curricular support and oversight - The district provides schools with inconsistent support (PD, coaching) regarding curriculum implementation, or support does not consistently address rigor and standards alignment. <input type="checkbox"/> Instructional framework - The district has developed an instructional framework, but the framework does not clearly define the district's instructional vision, include research-based practices, or establish high expectations for classroom instruction. <input type="checkbox"/> Instructional 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. <input type="checkbox"/> Data meetings - The district provides some support to principal managers and school leadership and teacher teams in implementing data meetings, but support may not be consistent or may not result in specific strategies or best practices. <input type="checkbox"/> Equity - The district's curriculum and instructional framework occasionally address students' diverse culture and needs, but are not reflective of an intentional, district-wide approach. <input type="checkbox"/> Board support - The board occasionally ensures that the district applies best practices aligned with district policy in choosing and implementing curricula, instructional frameworks, and turnaround efforts. 	<ul style="list-style-type: none"> <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. <input type="checkbox"/> Curricular support and oversight - The district provides schools with consistent support (PD, coaching) regarding curriculum implementation with special consideration of rigor and standards alignment. <input type="checkbox"/> Instructional framework - The district provides all schools with a common instructional framework that outlines the district's instructional vision, provides research-based practices, and establishes high expectations for classroom instruction. <input type="checkbox"/> Instructional observation and feedback - The district provides school leadership teams with tools and PD to provide consistent, actionable, and high-leverage formal and informal instructional observations and feedback. <input type="checkbox"/> Data meetings - The district supports principal managers and school teams in implementing weekly data meetings that include thorough analysis of student academic data, specific strategies to address gaps, and sharing of best practices. <input type="checkbox"/> Equity - The district's curriculum and instructional framework consistently address students' diverse cultures and needs and reflect an intentional, district-wide approach to diversity. <input type="checkbox"/> Board support - The board consistently ensures that the district applies best practices aligned with district policy in choosing and implementing curricula, instructional frameworks, and turnaround efforts. 	<ul style="list-style-type: none"> <input type="checkbox"/> Curriculum - In addition to <i>Proficient</i>, the district regularly reviews the effectiveness of curricular materials with feedback from teachers and school leaders, to inform decisions about curriculum. <input type="checkbox"/> Curricular support and oversight - In addition to <i>Proficient</i>, the district collects and shares best-practices regarding curriculum implementation to help maximize the value of curricula and overcome common challenges. <input type="checkbox"/> Instructional framework - In addition to <i>Proficient</i> district staff are familiar with and support the framework, and the district has a process to regularly revise and improve the framework based on educators' input and current research and best-practices. <input type="checkbox"/> Instructional observation and feedback - In addition to <i>Proficient</i>, the district provides schools with tools and PD to track observation and feedback and respond to trends, and considers this data in school support and progress monitoring. <input type="checkbox"/> Data meetings - In addition to <i>Proficient</i>, data meetings take place weekly based on common weekly formative assessments and engage teacher teams in activities such as creating detailed reteaching plans and practicing reteaching strategies. <input type="checkbox"/> Equity - In addition to <i>Proficient</i>, the district has established processes to ensure that curricular materials and pedagogical and discipline practices are culturally responsive. <input type="checkbox"/> Board support - In addition to <i>Proficient</i>, the board initiates conversations regarding the effectiveness of turnaround efforts, curricula, and instructional frameworks meeting district needs.
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3.3: Remove barriers and provide opportunities

- Identification** - The district does not support schools with identifying and addressing students' non-academic challenges.
- Post-secondary and workforce readiness (PSWR) resources** - The district does not provide PSWR resources, programs, and information to schools and families and lacks a comprehensive plan for supporting non-traditional students.
- Academic calendar** - The district does not provide low-performing schools flexibility in creating their academic calendars.
- Extended learning time** - The district does not support low-performing schools in modifying schedules.
- Equity** - The district does not adjust resource allocation for non-academic needs based on school performance or student demographics.
- Board supports** - The board does not support the district's use of resources and flexibilities, in alignment with district needs and policies, to address non-academic challenges and support PSWR programming, flexible calendars, and extended learning.

- Identification** - The district helps schools respond to students' non-academic challenges, but does not respond quickly or does not consistently succeed in helping principals coordinate and leverage district, school, and community resources to address challenges.
- Post-secondary and workforce readiness (PSWR) resources** - 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.
- Academic calendar** - The district provides low-performing schools with limited flexibility to create their academic calendars.
- Extended learning time** - The district provides limited support to schools in modifying their schedules to facilitate turnaround initiatives, or has limited guidance or best practices to share.
- Equity** - The district occasionally adjusts resource allocation for non-academic needs based on school performance and student demographics.
- Board supports** - The board occasionally supports the district's use of resources and flexibilities, in alignment with district needs and policies, to address non-academic challenges and support PSWR programming, flexible calendars, and extended learning.

- Identification** - The district consistently helps schools respond to non-academic challenges to student success in a timely manner and works with principals to effectively coordinate and leverage district, school, and community resources to address challenges.
- Post-secondary and workforce readiness (PSWR) resources** - The district provides various targeted PSWR resources, programs, and information to support students and families in making informed decisions about students' pursuits after graduation.
- Academic calendar** - The district provides low-performing school with ample flexibility to create strategic academic calendars to support turnaround initiatives, such as time for additional PD and data meetings.
- Extended learning time** - The district readily supports and guides schools in modifying schedules to facilitate turnaround initiatives such as intervention blocks, ELL supports, advisory periods, and collaborative teacher meetings.
- Equity** - The district has established consistent processes to allocate resources (funding, programming, staffing) for students' non-academic needs based on school performance and student demographics.
- Board supports** - The board consistently supports the district's use of resources and flexibilities, in alignment with district needs and policies, to address non-academic challenges and support PSWR programming, flexible calendars, and extended learning.

- Identification** - In addition to *Proficient*, the district proactively identifies non-academic challenges facing one or more schools and helps schools respond with a variety of resources or strategies, reducing disruptions for staff or families.
- Post-secondary and workforce readiness (PSWR) resources** - In addition to *Proficient*, 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.
- Academic calendar** - In addition to *Proficient*, the district proactively plans for variation in low-performing schools' calendars such that district services and activities (e.g. transportation, PD) can be adjusted to meet these schools' needs.
- Extended learning time** - In addition to *Proficient*, the district proactively helps schools create modified schedules to support turnaround initiatives based on best-practices learned from other schools, and helps adjust district services (e.g. nutrition, transportation) as needed.
- Equity** - In addition to *Proficient*, the district specifically considers the unique socio-emotional needs of students experiencing poverty, and provides supplemental resources to schools accordingly.
- Board supports** - In addition to *Proficient*, the board proactively seeks to understand the non-academic challenges facing low-performing schools and provide additional resources as needed.

Domain 4: Culture and Climate Shift

Indicator	Below Standard (1)	Developing (2)	Proficient (3)	Exemplary (4)
<p>4.1: Build a strong community intensely focused on student learning</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Collaboration between schools - The district does not provide intentional opportunities for strategic principal collaboration. <input type="checkbox"/> Collaboration within schools - The district does not provide support for collaboration within schools. <input type="checkbox"/> Equity - The district does not meaningfully include equity in collaborative structures. <input type="checkbox"/> Board support - The board does not support district requests for resources or policies related to collaborative school or district structures. 	<ul style="list-style-type: none"> <input type="checkbox"/> Collaboration between schools - 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. <input type="checkbox"/> Collaboration within schools - The district supports some opportunities for collaboration within schools, but these opportunities may be infrequent, lack strategic intention, or lack evidence-based structures to ensure effective use of time. <input type="checkbox"/> Equity - The district makes some efforts to include consideration of equitable student outcomes in collaborative structures, but does so inconsistently. <input type="checkbox"/> Board support - The board occasionally supports district requests for resources or policies related to collaborative school or district structures. 	<ul style="list-style-type: none"> <input type="checkbox"/> Collaboration between schools - The district provides frequent opportunities for strategic principal collaboration and sharing of best practices through evidence-based structures such as professional learning communities (PLCs), principal data meetings, and school walkthroughs. <input type="checkbox"/> Collaboration within schools - The district creates and supports various opportunities for strategic, evidence-based collaboration, such as PLCs, data meetings, classroom walkthroughs, and structures and protocols for grade level, department, instructional (ILTs), and building leadership teams (BLTs). <input type="checkbox"/> Equity - The district ensures that consideration of equitable student outcomes is a consistent part of collaborative structures, protocols, and discussions. <input type="checkbox"/> Board support - The board consistently supports district requests for resources or policies related to collaborative school or district structures. 	<ul style="list-style-type: none"> <input type="checkbox"/> Collaboration between schools - In addition to <i>Proficient</i>, the district fosters a collegial environment that encourages informal connections among principals for problem solving, sharing practice practices, friendship, and emotional support. <input type="checkbox"/> Collaboration within schools - In addition to <i>Proficient</i>, the district engages with and supports schools' collaborative structures on an ongoing basis, and leverages these structures in supporting schools. <input type="checkbox"/> Equity - In addition to <i>Proficient</i>, the district provides PD, modeling, and other supports to help school teams incorporate consideration of equity in collaborative structures. <input type="checkbox"/> Board support - In addition to <i>Proficient</i>, the board monitors the outcomes of initiatives related to collaborative structures and supports, celebrates, and highlights successes and promising practices.

<p>4.2: Solicit and act upon stakeholder input</p>	<ul style="list-style-type: none"> <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. <input type="checkbox"/> School stakeholder input - The district does not support or hold schools accountable for implementing structures for parents, students, community members, and teachers to provide feedback regarding important issues. <input type="checkbox"/> Evaluation - The district does not make meaningful efforts to collect, analyze, or respond to family surveys. <input type="checkbox"/> Equity - The district does not actively seek input from traditionally disenfranchised stakeholders. <input type="checkbox"/> Board supports - The board does not make meaningful efforts to collect and respond to stakeholder input. 	<ul style="list-style-type: none"> <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. <input type="checkbox"/> School stakeholder input - The district provides limited support and accountability for schools to implement structures for parents, students, community members, teachers to provide feedback regarding important issues, or may do so inconsistently. <input type="checkbox"/> Evaluation - The district administers family satisfaction surveys and makes some efforts to analyze and respond to results, but may do so inconsistently. <input type="checkbox"/> Equity - The district makes some efforts to seek input from traditionally disenfranchised stakeholders but does so inconsistently. <input type="checkbox"/> Board supports - The board occasionally seeks out input from traditionally disenfranchised stakeholders, but may lack an established process to do so, or may not consistently consider this input in decision making and board policies. 	<ul style="list-style-type: none"> <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 regarding important decisions (e.g. school closure or restructuring), and has a transparent process for responding to and incorporating this feedback in decision-making. <input type="checkbox"/> School stakeholder input - The district consistently supports and holds schools accountable for implementing various formal and informal structures for parents, students, community members, and teachers to provide feedback regarding school initiatives. <input type="checkbox"/> Evaluation - The district consistently administers family satisfaction surveys, has established processes to analyze results, and supports schools in interpreting the data to inform district and school decision-making and develop next steps. <input type="checkbox"/> Equity - The district consistently and actively seeks input from traditionally disenfranchised stakeholders and families who speak a language other than English at home. <input type="checkbox"/> Board supports - The board consistently and actively seeks out input from traditionally disenfranchised stakeholders through an established process and consistently considers this input in decision making and board policies. 	<ul style="list-style-type: none"> <input type="checkbox"/> District stakeholder input - In addition to <i>Proficient</i>, the district proactively seeks out input on important issues from a wide range of stakeholders, with a focus on those individuals that are potentially impacted by decisions, or may include family or community member voices in district goal setting and strategic planning. <input type="checkbox"/> School stakeholder input - In addition to <i>Proficient</i>, 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. <input type="checkbox"/> Evaluation - In addition to <i>Proficient</i>, the district collects and considers both quantitative and qualitative information on families' experiences with schools and the district. <input type="checkbox"/> Equity - In addition to <i>Proficient</i>, the district takes extra effort to seek out the input of underrepresented stakeholders who may be disproportionately impacted by decisions. <input type="checkbox"/> Board supports - In addition to <i>Proficient</i>, the board ensures that input from traditionally disenfranchised and underrepresented stakeholders meaningfully informs decision making.
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<p>4.3: Engage students and families in pursuing education goals</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Engagement opportunities - The district does not support or hold schools accountable for engaging families. <input type="checkbox"/> Resources - The district does not allocate resources to help schools identify and address common barriers to family engagement. <input type="checkbox"/> Partnerships - The district does not help broker connections and external partnerships. <input type="checkbox"/> Communication - The district does not support schools with strategies for communicating with families. <input type="checkbox"/> Equity - The district does not make meaningful efforts to engage families that have traditionally had lower engagement. <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. 	<ul style="list-style-type: none"> <input type="checkbox"/> Engagement opportunities - The district provides some support and accountability for schools to engage families, but may do so inconsistently, or supports may not result in a variety of family engagement opportunities, broad family participation, or family engagement in students' academic learning. <input type="checkbox"/> Resources - The district allocates some resources to help schools identify and address common barriers to family engagement, but may do so inconsistently. <input type="checkbox"/> Partnerships - The district helps broker some connections and external partnerships, but may do so inconsistently, or without consideration of specific school needs. <input type="checkbox"/> Communication - The district provides schools with some tools for communicating with families but may do so inconsistently or lack a comprehensive approach. <input type="checkbox"/> Equity - The district provides schools with some strategies to engage traditionally underserved families but may do so inconsistently or with limited understanding of barriers to engagement. <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. 	<ul style="list-style-type: none"> <input type="checkbox"/> Engagement opportunities - The district consistently supports and holds schools accountable for engaging families through various formal and informal structures, striving for broad family participation, and engaging families in students' academic learning. <input type="checkbox"/> Resources - The district consistently and systematically allocates resources to help schools identify and address common barriers to family engagement. <input type="checkbox"/> Partnerships - The district consistently and systematically helps broker connections and external partnerships with organizations to support specific school needs, including students' academic and non-academic needs. <input type="checkbox"/> Communication - The district supports schools with a variety of tools for communication (e.g. technology, translation services, marketing, recruiting, etc.) as part of a robust communication plan that helps schools engage most families. <input type="checkbox"/> Equity - The district consistently provides schools with various strategies to engage traditionally underserved families, and these strategies are informed by schools' unique needs and challenges. <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. 	<ul style="list-style-type: none"> <input type="checkbox"/> Engagement opportunities - In addition to <i>Proficient</i>, the district provides schools with various creative and effective strategies to increase engagement and participation among schools' least engaged families. <input type="checkbox"/> Resources - In addition to <i>Proficient</i>, the district monitors the effectiveness of family engagement resources to identify best practices and adjust resource allocation. <input type="checkbox"/> Partnerships - In addition to <i>Proficient</i>, the district supports schools in selecting partnerships that are particularly high-leverage and aligned with specific school needs while gatekeeping to help avoid partnership requests that do not. <input type="checkbox"/> Communication - In addition to <i>Proficient</i>, the district helps schools proactively develop communication strategies that are multilingual and culturally responsive, and helps schools engage and enlist all families in their students' academic success. <input type="checkbox"/> Equity - In addition to <i>Proficient</i>, the district supports schools with various creative and effective strategies to increase engagement and meaningfully engage with families across cultural, socioeconomic, language, or citizenship/legal status lines of difference. <input type="checkbox"/> Board support - In addition to <i>Proficient</i>, the board proactively addresses family engagement and leverages connections to garner resources and advocate for initiatives that support low-performing schools.
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