

2016 School Advance District Leadership Formative Rubric

1. Results Number of Indicators: 4

Dimension Description:

<p>1.1. Indicator Student Achievement: Based on student growth on academic measures</p>	<p>Highly Effective</p> <p>Effective</p> <p>Minimally Effective</p> <p>Ineffective</p>	<p>Exceeds the established goal(s) for the percentage of district students who meet student achievement targets* on specified measures**; and/or</p> <p>Meets established goal(s) for the percentage of district students who meet student achievement targets* on specified measures**; and/or</p> <p>Shows improvement in the percentage of district students who meet established student achievement targets* on specified measures**; and/or</p> <p>-</p>
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1. Indicator Notes:

*This approach allows the district to establish student achievement targets for the district and each school based on the student achievement data for that school. Targets can be set around fixed student achievement levels, annually adjusted student achievement levels, and/or fixed or annually adjusted levels of growth in student achievement. **Where possible, School ADvance recommends that student achievement targets be set around individual student growth using a robust statistical algorithm that accounts for variability in student and other factors. This may require technical assistance through a qualified statistician or the purchase of data analysis services through a qualified source.** Additionally, this approach allows the district to combine the student achievement target goals with target goals pertaining to the percentage of teachers and/or students who meet those targets. In this fashion, the above rubric can be customized based on the student achievement status of each school and/or the teacher performance status of each school.

**This approach allows the district to establish and specify what national, state, and local assessments will be used for each school or program level, based on that school's student achievement profile, the school curriculum, and the status of teacher performance.

1. Results Number of Indicators: 4

Dimension Description:

1.2. Indicator

Teacher Performance:
Based on student growth targets

Highly Effective

Exceeds the established goal(s) for the percentage of district teachers whose students meet student achievement targets* on specified measures**;
and/or

Effective

Meets established goal(s) for the percentage of district teachers whose students meet student achievement targets* on specified measures**;
and/or

Minimally Effective

Shows improvement in the percentage of district teachers whose students meet established student achievement targets* on specified measures**;
and/or

Ineffective

-

2. Indicator Notes:

*This approach allows the district to establish student achievement targets for the district and each school based on the student achievement data for that school. Targets can be set around fixed student achievement levels, annually adjusted student achievement levels, and/or fixed or annually adjusted levels of growth in student achievement. Where possible, School ADvance recommends that student achievement targets be set around individual student growth using a robust statistical algorithm that accounts for variability in student and other factors. This may require technical assistance through a qualified statistician or the purchase of data analysis services through a qualified source. Additionally, this approach allows the district to combine the student achievement target goals with target goals pertaining to the percentage of teachers and/or students who meet those targets. In this fashion, the above rubric can be customized based on the student achievement status of each school and/or the teacher performance status of each school.

**This approach allows the district to establish and specify what national, state, and local assessments will be used for each school or program level, based on that school's student achievement profile, the school curriculum, and the status of teacher performance.

1.3. Indicator

Achievement Gap Reduction/Elimination:
Based on meeting targets for achievement gap reduction

Highly Effective

Exceeds established goal(s) for the reduction of identified student achievement gaps for sub-groups of students on specified measures**;
and/or

Effective

Meets established goal(s) for the reduction of identified student achievement gaps for sub-groups of students on specified measures**;
and/or

Minimally Effective

Shows improvement in reducing the size of identified student achievement gaps for sub-groups of students on specified measures**;
and/or

Ineffective

-

1. Results

Number of Indicators: 4

Dimension Description:

		3. Indicator Notes: **This approach allows the district to establish and specify what national, state, and local assessments will be used for each school or program level based on that school's student achievement profile, the school curriculum, and the status of teacher performance.
1.4. Indicator Overall Progress on District School Improvement Plan: Based on School Improvement Targets	Highly Effective	Exceeds established annual school process and program improvement targets based on the district's improvement plan***
	Effective	Meets established annual school process and program improvement targets based on the district's improvement plan***
	Minimally Effective	Shows improvement on identified district process and program improvement targets based on the district's improvement plan***
	Ineffective	-
		4. Indicator Notes: ***This approach allows the district to establish both student and school process/program improvement targets based on the principal's school improvement plan based on a combination of student achievement, school process data, student engagement, attendance, behavior, perception, and other data as appropriate and available to monitor progress on the school's improvement plan.

2. Leadership

Number of Indicators: 8

Dimension Description:

2.A1. Indicator
Factor A: Vision for
Learning and
Achievement;
Characteristic 1:
Mission and Vision

Highly
Effective

- And assists the board, administration, and staff in maintaining focus and consistent attention to the central purpose or mission of the district
- And regularly engages students, parents, and the community in examining how the district is doing in achieving its central purpose or mission
- And inspires the board, administration, staff, parents and students to formulate their own personal vision for learning, service to students, the district, and its schools
- And works with the board and/or other district leaders to use the shared district vision to set goals, shape dialogue and decisions, focus effort, and allocate resources
- And maintains consistent monitoring of progress in achieving the vision of learning for all students
- And engages, administration, staff, parents, and students with innovative ideas to inform the district's vision

Effective

- And maintains personal focus and consistent attention to the central purpose or mission for the district
- And regularly engages the board, administration, and staff in examining how the district is doing in achieving its central purpose or mission
- And demonstrates how his or her vision is informed by research and evidence based models or examples
- And develops and maintains collaborative processes to achieve commitment from all stakeholders to a shared vision for the district
- And is persistent in helping the school achieve its vision of learning for all students
- And engages administration, staff, parents, and students with current information to inform the district's vision

Minimally
Effective

- Holds and can articulate a clear purpose or mission for the district grounded in service to students
- Speaks regularly of the district's central purpose or mission to both the internal and external school community
- Has established and regularly shares his or her personal vision for students and the district
- Works with the board to solicit and include administration, staff, parent, student, and community input in creating a shared vision for the district
- Ensures that the school vision is clear in setting learning expectations for all students
- Maintains a current perspective to inform the district's vision

Ineffective

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2. Leadership

Number of Indicators: 8

Dimension Description:

2.A2. Indicator
Factor A: Vision for
Learning and
Achievement;
Characteristic 2:
Goals and
Expectations

Highly
Effective

- And works with students, parents, and community to establish and support clear district level goals for growth, adaptation, and improvement based on the district purpose or mission and vision
- And ensures that stakeholders and students receive regular feedback through valid measures of student learning based on the established performance standards and district goals
- And works with students, parents, and community to establish high expectations for student achievement, well being, and post-secondary success
- And assists other district leaders in establishing high expectations for staff performance in service to the district and its students
- And inspires staff, students, parents, and the community to communicate and demonstrate hope and optimism for the potential of each student to achieve learning success
- And works with the board, administration, and staff to establish clear district and building level goals for growth, adaptation and improvement based on the district purpose or mission and vision
- And ensures that the school uses valid measures of student learning based on established performance standards and district goals

Effective

- And works with the board and/or other district leaders and staff to establish high expectations for student achievement, well being, and post-secondary success
- And works with the board and/or other district leaders to establish high expectations for their performance in service the district and its students
- And works with the board and/or other district leaders to communicate and demonstrate hope and optimism for the potential of each student to achieve learning success
- Translates the district purpose or mission, and vision into a set of clear goals for growth, adaptation, and improvement
- Keeps the focus on the evidence of student learning for the board, administration, staff, parents, and students

Minimally
Effective

- Holds high expectations for student achievement, well being, and post secondary success
- Sets and pursues high expectations for his or her own performance in serving the district and its students
- Communicates hope and optimism for the potential of each student to achieve learning success

Ineffective

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2. Leadership

Number of Indicators: 8

Dimension Description:

2.B1. Indicator
Factor B: Culture;
Characteristic 1:
Values, Beliefs:
Principles, and
Diversity

Highly
Effective

- And engages staff, parents, and community leaders in establishing shared values and beliefs to guide how the district serves students
- And maintains a district ethic of inclusiveness in working with both the internal and external school community
- And works with both the internal and external school community to support both high quality and equity and serving the learning needs of all students
- And sets personal improvement goals that are consistent with those guiding principles
- And works with the board, administration, staff, parents and students to maintain standards of conduct that are consistent with the district guiding principles
- And inspires others in the school community to behave in ways that honor and celebrate diversity and the worth of every individual
- And monitors the school culture and environment to insure that each person is treated with civility, respect, and dignity
- And works with the board, administration, and staff to examine their values and beliefs and how they influence their service to the district and its students
- And works with the board, administration, and staff to demonstrate inclusiveness with the school community
- And works with the board, administration, and staff to pursue both high quality and equity in serving the learning needs of all students

Effective

- And carries out his/her role as district leader in ways that are consistent with those guiding principles
- And works with the board, administration and staff to carry out their collective and individual roles in ways that are consistent with those guiding principles
- And carries out his/her role as superintendent/district leader in ways that honor and celebrate diversity and the worth of every individual
- And sets expectations for staff, parents, and students to treat each other with civility, respect, and dignity
- Speaks clearly and consistently about the values and beliefs he or she brings to the work of district leader and service to students
- Demonstrates the value of inclusiveness in the ways he or she engages with the school community
- Communicates the value of a high quality, free and equitable education for all students

Minimally
Effective

- Establishes, communicates, and monitors his or her personal set of guiding principles for conduct and service as a district leader
- Works with the board, administration, and staff to establish guiding principles of conduct and service to students
- Holds a personal vision that honors and celebrates diversity and the worth of every individual
- Demonstrates civility, respect, and dignity in personal and professional interactions

Ineffective

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2. Leadership

Number of Indicators: 8

Dimension Description:

2.B2. Indicator
Factor B: Culture;
Characteristic 2:
Language,
Traditions,
Celebrations, and
Stories

Highly
Effective

- And works with the board, administration, and staff to establish clarity and consistency in the ways the district communicates with parents, students, and the community
- And regularly solicits feedback from both the internal and external school community on the effectiveness of district communications
- And creates opportunities to capture and communicate stories that celebrate the district and community history and traditions
- And creates opportunities to capture and communicate stories that illustrate and celebrate the district's accomplishments, growth, evolution, and future aspirations in the service of students

Effective

- And works with the board, administration, and staff to develop a consistent shared language about the work of the district
- And works with the board, administration, and staff to develop and use shared language, symbols, graphics, and other communication tools to communicate about the work of the district
- And works with the board, administration, staff, students, parents, and community to celebrate district and community history and traditions
- And works with the board, administration, staff, students, parents, and community to establish new traditions and celebrations that assist the district in achieving its mission and vision

Minimally
Effective

- Is clear and consistent in the ways he or she communicates about the work of the district
- Uses a blend of language, symbols, graphics, and other communication tools to communicate about the work of the district
- Understands and honors district and community history and traditions
- Seeks opportunities to establish new traditions that assist the district in achieving its mission and vision

Ineffective

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2. Leadership

Number of Indicators: 8

Dimension Description:

<p>2.C1. Indicator Factor C: Leadership Behavior; Characteristic 1: Informed and Current</p>	<p>Highly Effective</p>	<ul style="list-style-type: none"> • And works with the board, administration, and staff to examine and interpret multiple sources of evidence from district, school and student data for determining priorities among district and school goals • And works with the board, administration, and staff to set priorities among research supported practices and strategies before adopting and committing district resources to implementation; • And contributes to a district culture of informed leadership through accessing and sharing reliable sources of evidence based practice and strategy
	<p>Effective</p>	<ul style="list-style-type: none"> • And works with the board, administration, and staff to examine and interpret multiple sources of evidence from district, school and student data in setting district and school goals • And works with the board, administration, and staff to evaluate research supported practices and strategies based on district and school and student data • And, sets expectations for district personnel to use and share reliable sources of evidence based practice and strategy • Ensures that district goals are based on evidence of need from district, school and student data
	<p>Minimally Effective</p>	<ul style="list-style-type: none"> • Ensures that the school adopts research supported practices and strategies to support district and school goals • Uses reliable sources to stay informed on evidence based practices and strategies
	<p>Ineffective</p>	<p>-</p>
<p>2.C2. Indicator Factor C: Leadership Behavior; Characteristic 2: Strategic and Systemic</p>	<p>Highly Effective</p>	<ul style="list-style-type: none"> • And, ensures that the school maintains focus on a set of short and long term priorities based on district and school goals • And increases compatibility and sustainability of district and school priorities and strategies by linking them together into a systemic plan to meet district and school goals • And, guides the board, administration, staff, students, and parents to remain focused on and persistent in achieving district and school goals and priorities
	<p>Effective</p>	<ul style="list-style-type: none"> • And ensures that individual administrators and staff establish both short and long term priorities for their work based on district and school goals • And, ensures that the priorities and strategies that drive the work of the district and its schools are sustainable, both individually and collectively • And is persistent in achieving district and school goals and priorities while resolving issues and problems as they arise
	<p>Minimally Effective</p>	<ul style="list-style-type: none"> • Works with the Board and administration to establish both short and long term leadership priorities for his or her work based on district and school goals • Works with the Board and administration to ensure that the priorities and strategies that drive the work of the district and its schools are compatible with one another • Maintains focus on district and school goals and priorities
	<p>Ineffective</p>	<p>-</p>

2. Leadership

Number of Indicators: 8

Dimension Description:

2.C3. Indicator

Factor C: Leadership
Behavior;

Characteristic 3:

Fair, Legal, Honest,
and Ethical

Highly
Effective

- And contributes to or guides district development of school policies and procedures that are consistent, fair, legal, ethical and in the best interests of students
- And works with the board, administration, staff, students, and parents to maintain a district culture where truthfulness, honesty, and integrity are valued, honored, and recognized
- And works with the board to recognize and reward fairness and fair play among administration, staff, students and parents
- And works with the board to establish a district culture in which board members, administrators, staff and students engage regularly around issues of ethics, integrity, and fairness
- And ensures that the Board, administration, and staff are informed and follow relevant school laws, policies, and procedures
- And holds administrators, staff and students to high standards of truthfulness and honesty
- And sets district-wide expectations for the fair treatment of all persons
- And maintains transparency in personal and school decision making processes
- Stays informed on and adheres to relevant school laws, policies, and procedures
- Establishes a personal track record of truthfulness and honesty
- Treats all persons fairly
- Establishes a personal track record of ethical decision making

Effective

Minimally
Effective

Ineffective

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2. Leadership

Number of Indicators: 8

Dimension Description:

2.C4. Indicator

Factor C: Leadership
Behavior;

Characteristic 4:

Adaptive and
Resilient

Highly
Effective

- And seeks out and utilizes multiple sources of feedback to assist in assessing personal effectiveness and establishing personal improvement goals
- And, establishes processes to provide administrators, staff, students, and parents assistance and recognition for consistent attendance and fulfillment of responsibilities
- And provides opportunities for board members, administrators, staff, students, and parents to share their sources of personal inspiration and commitment to education and service to family, community and country
- And, keeps abreast of emerging technologies and their potential to impact the school environment and/or personal leadership effectiveness

Effective

- And uses habits of reflection and introspection to assess personal effectiveness and establish personal improvement goals
- And establishes expectations of administrators, staff, students, and parents for attendance and fulfillment of responsibilities
- And openly shares and models the ideas that are the sources of personal inspiration and commitment to the work of educating and serving students
- And, utilizes computer and mobile communications devices, programs, and systems to expand and enhance communication, information access, and work processes

Minimally
Effective

- Establishes effective personal work habits
- Is reliable and consistent about personal attendance and fulfillment of responsibilities
- Attends to the renewal of personal inspiration and commitment to the work of educating and serving students
- Knows and utilizes computer and mobile communications devices, programs, and systems necessary for meeting job responsibilities

Ineffective

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3. Systems Alignment

Number of Indicators: 9

Dimension Description:

3.A1. Indicator
Factor A: High Quality
and Reliability
Instructional Program;
Characteristic 1:
Guaranteed and Viable
Curriculum

Highly
Effective

- And works with district leaders and staff to unpack and interpret state and district curriculum standards at the building and/or district level
- And works with district leaders and staff to identify and secure curriculum resources at the district and building level that align with and support the established curriculum standards
- And works with district leaders and staff to insure that the academic curriculum and extra-curricular programs are appropriate for the population the district serves
- And ensures that the schools provide students and parents assistance in understanding and working with the core curriculum standards

Effective

- And works with district leaders and staff to understand and adhere to both the horizontal and vertical alignment of the curriculum across grade levels, curriculum areas, and programs
- And works with district leaders to monitor the teaching of the district curriculum through classroom visits, engagements with teachers, and examination of student work
- And works with district leaders and staff to identify cross-curricular learning and performance standards, e.g. thinking skills, research skills, etc.
- And works with district leaders and staff to provide information on the core curriculum standards to students, parents, and the community

Minimally
Effective

- Has knowledge of and understands the school/district core curriculum standards
- Works with district leaders to ensure that all staff use district curriculum documents in planning, delivering, and assessing instruction
- Works with district leaders and staff to identify priority or essential curriculum (power) standards

Ineffective

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3. Systems Alignment

Number of Indicators: 9

Dimension Description:

3.A2. Indicator

Factor A: High Quality and Reliability

Instructional Program;

Characteristic 2:

Research Based and

Differentiated Instruction

Highly Effective

- And, works with district leaders and staff to monitor implementation and evaluate the effectiveness of instructional strategies based on evidence of student learning
- And, works with other district leaders to improve their collective ability to know and recognize effective and differentiated instructional practices
- And assists building leaders in establishing regular times and places for teachers to collaboratively plan and review instruction based on observations and evidence of student learning
- And, works with district leaders and staff to evaluate how the differentiated instruction strategies in use are impacting student learning
- And works with district leaders and staff to evaluate and improve the district's system of interventions based on evidence of student learning

Effective

- And works with district leaders and staff to identify and prioritize evidenced based instructional strategies and practices that improve student learning for the population the district serves
- And works with principals and other district leaders to establish expectations and a system for conducting classroom visits and observations
- And works with building principals to assist teachers in using observation feedback from administrators and other teachers in planning for instructional improvement
- And works with district leaders and staff to identify student needs for differentiated learning and respond with differentiated instructional strategies to meet those needs
- And works with district leaders and staff to develop a system of interventions for students who do not make adequate progress in achieving curriculum performance standards

Minimally Effective

- Has a working knowledge about evidence based (effective) instruction
- Visits buildings and classrooms to monitor and encourage quality instructional practices.
- Works with building principals to create opportunities for teachers to observe each other's classrooms
- Engages district leaders in discussing ways to differentiate instruction based on student needs
- Has a working knowledge of tiered intervention systems for student success (RTI)

Ineffective

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3. Systems Alignment

Number of Indicators: 9

Dimension Description:

3.A3. Indicator
Factor A: High Quality
and Reliability
Instructional Program;
Characteristic 3:
Standards Based
Assessment and
Feedback

Highly
Effective

- And works with district leaders and staff to develop a comprehensive assessment system
- And works with district leaders and staff to develop team processes for analyzing and interpreting assessment results and planning instruction based on those results
- And develops administrative and staff leaders in assessment, analysis, and interpretation practices
- And works with district leaders staff develop a reliable system for students to use assessment results to track their own learning progress and set their own learning goals
- And assists in developing district ethical and legal standards and technical guidelines for assessment practices and the handling of student assessment data
- And works with district leaders and staff to increase their knowledge and improve their ability to employ effective assessment practices
- And works with district leaders and staff to insure that common assessments are administered and analyzed with sufficient frequency and consistency to inform instruction and school improvement
- And works with district leaders and staff to improve analysis and interpretation of assessment data to achieve better student results
- And works with district leaders and staff to develop a reliable system for providing timely feedback to students and parents based on assessment results
- And ensures district leaders and staff understand and follow ethical, legal, and technical guidelines for assessment practices and the handling of student assessment data
- Has a working knowledge of the construction of different type of assessments and the appropriate uses of the data from those assessments
- Works with district leaders to monitor the use of district assessments
- Has a working knowledge of analysis and interpretation of assessment data
- Works with district leaders and staff to ensure and timely communication of assessment results to students and parents
- Understands and follows ethical, legal and technical guidelines for assessment practices and the handling of student assessment data

Effective

Minimally
Effective

Ineffective

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3. Systems Alignment

Number of Indicators: 9

Dimension Description:

3.A4. Indicator
Factor A: High Quality
and Reliability
Instructional Program;
Characteristic 4:
Technology to Expand
Learning Opportunity

Highly
Effective

- And ensures that the technology goals and strategies for expanding, extending, and enhancing student learning draw from both research supported practices and evidence based models
- And establishes a process for field testing and evaluating innovative ideas for using technology to improve student results
- And ensures that the school improvement plan is technology rich and is aligned with the district technology, district and school improvement, and/or strategic plans
- And advocates at the district, community, and state levels for policies, programs, and resources that support the use of technology to better serve students and increase/expand student learning

Effective

- And ensures that the district technology plan includes goals and strategies for expanding, extending, and enhancing student learning
- And connects district leaders and staff to sources where they can learn about best practices with instructional technology and emerging innovations
- And, provides the leadership for expanding the integration of technology in the district's processes, daily routines, communications, and instruction
- And works with district leaders and staff to use instructional technology to expand learning access (any time; anywhere; any way) and learning opportunity (any legitimate and student appropriate learning purpose)
- Ensures that the district has an up to date technology plan that includes both the use of technology for teaching and learning and the use of technology for school and district operations

Minimally
Effective

- Encourages and solicits innovative ideas for using technology for better student results (achievement, behavior, attendance, engagement, etc.)
- Ensures that district leaders and staff have the necessary training, support, and direction to use technology resources
- Encourages the use of technology to expand learning opportunity beyond the normal school day

Ineffective

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3. Systems Alignment

Number of Indicators: 9

Dimension Description:

3.B1. Indicator
Factor B: Safe, Effective,
Efficient School
Operations;
Characteristic 1: Policies
and Laws

Highly Effective	<ul style="list-style-type: none">• And works with the board and district leaders to align district policies, regulations, and procedures with the district mission, vision, goals, improvement strategies, and programs• And ensures that the district uses data to regularly monitor, evaluate, and improve school routines and processes to carry out policies and laws• And works with district leaders and staff to research, evaluate, and implement evidence based strategies to improve school safety and student well being• And works with the board and district and employee group leaders to establish processes for negotiations and contract maintenance• And works with district leaders and employee group leaders to anticipate and address potential employee issues
Effective	<ul style="list-style-type: none">• And works with the board and district leaders to maintain a district policy system that aligns with state and federal laws• And establishes district routines and processes to carry out policies and laws• And works with district leaders and staff to make data informed decisions regarding the improvement of school safety and student well being factors• And works with the board and district leaders to understand and follow provisions of employee contracts and other contractual agreements that pertain to them• And works with district leaders to establish a system for engaging with employee group leaders on a regular basis
Minimally Effective	<ul style="list-style-type: none">• Maintains current knowledge of changes in state and federal law that affect school operations and students• Ensures that the district follows all district, state, and federal policies, laws, and procedures• Monitors and tracks school safety and student well being factors• Is familiar with and follows the provisions of employee contracts and other contractual agreements that pertain to the operations of the district• Forms relationships with employee group leaders
Ineffective	-

3. Systems Alignment

Number of Indicators: 9

Dimension Description:

3.B2. Indicator

Factor B: Safe, Effective,
Efficient School

Operations;

Characteristic 2: Systems,
Processes, and Programs

Highly
Effective

- And works with district leaders and staff to evaluate and revise state and federal funded programs as needed to achieve the district's
- And works with district leaders and staff to evaluate and revise district systems, processes, and procedures to support district's mission, vision, goals, and strategies
- And encourages district leaders to engage staff, students, and parents in designing and developing improved school-based systems, processes and procedures
- And works with district leaders and staff manage student transitions into, through, and out of district programs and services
- And work with district leaders and staff to establish criteria and measures for high reliability in achieving the goals of district programs and services
- And works with district leaders and staff to align state and federal funded programs and services with district funded programs and services to meet the needs of students

Effective

- And solicits feedback from district leaders, staff, students, and parents on the effectiveness of district systems, processes and procedures
- And works with district leaders to align building and department level systems, processes, and procedures with district systems, processes and procedures
- And works with district leaders and staff to improve alignment of district programs and services for students
- And work with district leaders to establish criteria and measures for high fidelity implementation and/or delivery of district programs and services

Minimally
Effective

- Ensures that district leaders and staff know and follow all rules, regulations, and program/fiscal requirements of state and federal funded programs utilized by the district
- Ensures that district leaders, staff and students understand and follow established school and district systems, processes and procedures
- Holds district leaders accountable for maintaining effective building and department level systems, processes and procedures
- Monitors the alignment and reliability of district programs and services for students
- Ensure that programs and services are delivered with high fidelity to their district adopted plans and designs

Ineffective

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3. Systems Alignment

Number of Indicators: 9

Dimension Description:

3.B3. Indicator
Factor B: Safe, Effective,
Efficient School
Operations;
Characteristic 3: Fiscal
and Material Resource
Management

Highly
Effective

- And works with the board, administration, staff, parents, and community to seek out and secure additional sources of fiscal, human, and material support for district goals
- And maintains transparency with all stakeholders regarding the school's fiscal management and financial status
- And works with the board and administration to set and achieve fiscal goals that align with the district and school improvement and strategic plans
- And works with the board, administration and staff to develop short and long range plans for acquisition, replacement, utilization, and management of material, equipment, and facility resources

Effective

- And establishes a process for aligning and realigning fiscal, human, and material resources as needed to support district goals
- And regularly communicates with the board, administration, and staff regarding the school's fiscal management and financial status
- And works with the board and administration to analyze the district's fiscal history and projections
- And works with the board and administration to develop policies and procedures for the management of material, equipment, and facility resources
- Ensures that the district establishes and follows procedures for fiscal and resource management and accountability
- Regularly monitors the school's fiscal management and financial status
- Maintains multiple year fiscal histories and projections
- Ensures that district policies and procedures for the management of material, equipment, and facility resources are followed

Minimally
Effective

Ineffective

-

3. Systems Alignment

Number of Indicators: 9

Dimension Description:

3.B4. Indicator
Factor B: Safe, Effective,
Efficient School
Operations;
Characteristic 4: Human
Resource Management

Highly
Effective

- And works with the board, administration, and staff to evaluate the effectiveness of the district's human resource management practices and design improvements where needed to achieve district goals
- And works with the board and district leaders to assess and improve district hiring, promotion, discipline and dismissal practices as needed to achieve district goals
- And works with the board and leadership team to differentiate roles and responsibilities as needed to meet the goals of the school and make optimal use of personnel knowledge, talents, and expertise

Effective

- And works with the board, administration, and staff to know and follow district human resource management practices, processes and procedures
- And provides training and assistance as needed to district administrators on district hiring, promotion, discipline and dismissal practices and processes
- And works with district leaders to hire and/or assign people to positions based on capacity to meet the expectations of those positions

Minimally
Effective

- Works with the board and administration to ensure that district human resource management practices are consistent with state and federal laws
- Works with the board and administration to follow district hiring, promotion, discipline, and dismissal practices and processes
- Works with district leaders to ensure that staff roles and responsibilities are communicated and understood

Ineffective

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3. Systems Alignment

Number of Indicators: 9

Dimension Description:

3.B5. Indicator
Factor B: Safe, Effective,
Efficient School
Operations;
Characteristic 5:
Non-instructional
Technology

Highly
Effective

Effective

Minimally
Effective

Ineffective

- And establishes a process for maintaining and expanding the district's non-instructional technology resources as needed to achieve effective and reliable operations
- And establishes a process for field testing and evaluating innovative ideas for using technology to improve school and district non-instructional functions
- And works with district leaders and staff to evaluate and improve utilization of district/school web sites, web-based resources and telecommunications resources
- And establish a process to evaluate the effectiveness of non-instructional technology systems and applications
- And connects district leaders and staff to sources models, systems, and practices for using technology to manage district non-instructional
- And works with district leaders and staff to fully utilize the district and school web sites, web-based resources, and telecommunication resources
- Ensures that the district technology plan includes goals and strategies for supporting school and district non-instructional functions
- Encourages and solicits innovative ideas for using technology to improve non-instructional school and district functions
- Ensures that the district and schools maintain up-to-date web-sites, web-based resources, and telecommunications resources

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4. Processes

Number of Indicators: 8

Dimension Description:

4.A1. Indicator

Factor A: Community
Building; Characteristic
1: Board Relations

Highly
Effective

- And works with the board in developing or enhancing relationships, rapport, and respectful interactions with both the internal and external school community
- And works with the board to communicate with both the internal and external school community regarding district strategic goals and progress in achieving those goals
- And works with the board to evaluate and refine board routines and processes as needed to conduct board business in an effective, efficient, and ethical manner
- And works with the board to evaluate and refine processes for working with internal and external stakeholders to achieve district goals

Effective

- And assists board members in developing or enhancing relationships, rapport, and respectful interactions between themselves
- And assists the board in establishing, monitoring, and achieving district strategic goals
- And assists the board in maintaining and using board routines and processes effectively to achieve district goals
- And assists the board in maintaining and using established processes for working with and engaging with internal and external stakeholders to achieve district goals
- Develops relationships, rapport, and respectful interactions with the board

Minimally
Effective

- Works with the board and school community to develop and implement the district mission, vision, and strategic plan
- Works with the board to follow board established routines and processes for conducting board business (meetings, agendas, work sessions, etc.)
- Works with the board to follow established processes for working and engaging with internal and external stakeholders (administration, staff, parents, students, and the community)

Ineffective

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4. Processes

Number of Indicators: 8

Dimension Description:

4.A2. Indicator
Factor A: Community
Building; Characteristic
2: Leadership Team
Relations

Highly
Effective

- And works with the leadership team to develop relationships, rapport, and respectful interactions with both the internal and external school community
- And works with the leadership team to communicate with both the internal and external school community regarding district and school goals and progress in achieving those goals
- And works with the leadership team to evaluate and refine team routines and processes as needed to conduct district business in an effective, efficient, and ethical manner
- And works with the leadership team to evaluate and refine processes for working with internal and external stakeholders to achieve district goals and maintain effective, efficient, and ethical district operations

Effective

- And assists leadership team members in developing relationships, rapport, and respectful interactions between themselves
- And assists the leadership team in monitoring progress in achieving district and school goals and reporting on that progress to the board
- And assists the leadership team in maintaining and using team routines and processes effectively to address district priorities and achieve district and school goals
- And assists the leadership team in maintaining and using established processes for working with and engaging with internal and external stakeholders

Minimally
Effective

- Develops relationships, rapport, and respectful interactions with members of the district leadership team
- Works with the leadership team to set priorities for their work based on the district mission, vision, and strategic plan and district/school improvement plans
- Works with the leadership team to establish and follow routines and processes for conducting leadership team business (meetings, agendas, work sessions, etc.)
- Works with the leadership team to establish processes for working and engaging with internal and external stakeholders (administration, staff, parents, students, community, and lawmakers)

Ineffective

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4. Processes Number of Indicators: 8

Dimension Description:

4.A3. Indicator
 Factor A: Community
 Building; Characteristic
 3: Internal and External
 Stakeholder Relations

- And establishes processes for collecting regular feedback from stakeholders on district programs and services and their interactions with district personnel
 - And works with the board, administration and staff to interpret and respond to needs/concerns of stakeholders in making strategic and improvement plan decisions
 - And ensures that a diverse representation of parents and community members actively participate in school organizations, committees, and governance
 - And works with the board and district leaders to mobilize parents and community members in addressing issues of common concern
 - And collaborates with all segments of the community in ways that contribute to the success of all students
 - And works with the board and leadership team to interpret how data on student and community characteristics informs the work of strategic planning
 - And works with community leaders to develop external partnerships to enhance services for students and families
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- And maintains high visibility with stakeholders by engaging both formally and informally, attending school, district and community functions, and scheduling time in schools
 - And uses needs assessment and feedback data to engage the board, administration and staff in improvement focused dialogue
 - And works with the board and district leaders to enlist parents and community members for district and/or school organizations, committees, and governance
 - And works with the board and district leaders to engage parents and community members in dialogue about issues of common concern
 - And encourages all sub-groups in the school community to be involved in the affairs of the school
 - And works with the leadership team and staff to interpret how data on student and community characteristics can be used to better serve students
 - And works with the community to coordinate services for students and families
 - Develops relationships, rapport, and respectful interactions with stakeholders (administrators, staff, students, parents, community members, and lawmakers)
 - Reviews and uses needs assessment and feedback from stakeholders
 - Welcomes and invites parents and community members to participate in the schools and district work
 - Responds to parent and community members' concerns with respect and empathy
 - Avoids marginalizing, patronizing, or giving advantage to any one group or individual
 - Maintains a district profile of student and community characteristics
 - Maintains a working knowledge of community based programs and services for students and families

Highly
Effective

Effective

Minimally
Effective

Ineffective

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4. Processes

Number of Indicators: 8

Dimension Description:

4.A4. Indicator
Factor A: Community
Building; Characteristic
4: Communications and
Media Relations

Highly
Effective

- And, creates frequent opportunities for two-way communication using multiple venues; e.g. face-to-face meetings, forums, web sites, social media, and other interactive or on-line engagements
- And works with the board, leadership team and staff to solicit parent and community feedback on student achievement results
- And works with the leadership team and staff to provide parent information about assisting their children in achieving academic and extra-curricular goals
- And develops a process for working with the media in a crisis or other highly charged situation

Effective

- And uses multiple communications tools; e.g. newsletters, surveys, letters, email, reports, phone calls, web-sites, social media, etc.
- And works with the board, leadership team, and staff to assist parents and the community in understanding and interpreting student achievement results
- And works with the leadership team and staff to provide parent information about assisting their children in developing learning goals
- And creates partnerships with the media (television, radio, newspaper, etc.) to tell the school's story and cover important education issues

Minimally
Effective

- Communicates regularly with both internal and external stakeholders
- Provides information to parents and the community about district student achievement results
- Encourages parents to be full partners in their child's education
- Spotlights school successes with the media

Ineffective

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4. Processes Number of Indicators: 8

Dimension Description:

4.B1. Indicator Factor B: School and District Improvement; Characteristic 1: Collaborative Inquiry	Highly Effective	<ul style="list-style-type: none">• And trains district leaders to raise questions about student learning and challenge assumptions collaboratively• And works with the leadership team and staff to establish a collaborative inquiry process for examining student results and developing evidence based improvement goals and strategies• And establishes SMART Goals, Action Research, or other team processes to carry out and assess improvement strategies
	Effective	<ul style="list-style-type: none">• And identifies and challenges assumptions about student achievement with multiple sources of evidence• And assists district leaders in refining district and school routines to establish examination of student results as an important school routine• And works with the leadership team to train, facilitate, and support teacher teams (e.g. PLCs, Data Teams, etc.) to create evidence based instructional plans
	Minimally Effective	<ul style="list-style-type: none">• Raises questions about why and how student achievement results are what they are• Creates district routines that engage that school leaders in examining student achievement results across the district• Establishes leadership and staff teams to examine district student results
	Ineffective	-

4. Processes

Number of Indicators: 8

Dimension Description:

4.B2. Indicator
Factor B: School and
District Improvement;
Characteristic 2:
Systematic Use of
Multiple Data Sources

Highly
Effective

- And works with district personnel and/or external experts to deepen student assessment data analysis by triangulating information from multiple data types and sources
- And works with district leaders and staff to further revise strategic goals and improvement targets based on 3-5 year trend analyses of student sub-groups; e.g. high, average, and low achievers, M/F, SES, students with disabilities, and members of various racial/cultural groups
- And works with district leaders and staff to establish district experts in the use and analysis of multiple data types and forms
- And works with staff to replace or revise school improvement strategies as indicated by benchmarking data to achieve school improvement targets (goals)
- And works with district leaders to assist staff in using student and school data to assess their personal performance and impact

Effective

- And works with district personnel to establishes multi-year trend analyses for multiple data types and sources
- And works with the board, district leaders and staff to revise strategic goals and improvement targets based on 3-5year trend analyses of student background, school process, and student achievement data
- And works with district personnel to understand and use student background, school process, and various types of student achievement data
- And works with district leaders and staff to systematically collect data on benchmarks for tracking the implementation and effectiveness of school improvement strategies
- And works with district leaders to use student and school process data to assess their personal performance and impact
- Encourages district leaders and staff to analyze whole school and sub group data from multiple data types and sources
- Works with the board, district leaders, and staff to establish strategic goals and improvement targets based on analyses of student background, school process, and student achievement data

Minimally
Effective

- Develops an understanding of multiple forms of school data and how they inform school improvement: student background data, school process data, various types of student and achievement data
- Works with district leaders and staff to establish benchmarks for tracking the implementation and effectiveness of school improvement strategies
- Uses student and school process data to assess his or her personal performance and impact

Ineffective

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4. Processes

Number of Indicators: 8

Dimension Description:

4.B3. Indicator

Factor B: School and District Improvement; Characteristic 3: Data Systems

Highly Effective

- And provides support and training for teachers and other staff in the use of the district's data systems
- And works with district leaders and staff to improve utilization of the district's data system to support school improvement goals
- And works with district leaders to assist staff in using the school's data systems to create individual student learning profiles
- And works with the board to respond to district needs for improving or replacing the district's data systems
- And ensures that all district leaders have a working knowledge of the district's data systems
- And establishes a process to monitor and support appropriate use of the district's data systems
- And works with district leaders to help staff use the school's data system for classroom assessments and other classroom level generated data
- And uses district personnel and data system providers to evaluate and recommend improvements to the district's data systems
- Has a working knowledge of the data collection, storage, security, retrieval, and analysis systems for the district
- Provides district leaders and staff with clear expectations regarding the use of the district's data system
- Establishes expectations for tracking individual student achievement
- Collects feedback on the effectiveness of the district data systems

Effective

Minimally Effective

Ineffective

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4. Processes

Number of Indicators: 8

Dimension Description:

4.B4. Indicator
Factor B: School and
District Improvement;
Characteristic 4:
Aligned Improvement,
Monitoring, and
Reporting

Highly
Effective

- And works with the board, district leaders and staff to insure district strategic planning and school improvement processes are aligned and complementary
- And, works with the board, administration, and staff to insure that district and school improvement plans are aligned and compatible
- And works with the board to provide adequate and appropriate data analysis systems to support the district progress monitoring system
- And works with the board, district leaders, and staff to disseminate district improvement progress reports and engage designated audiences in feedback
- And works with the board, to provide training and support to district leaders and staff for the preparation of high quality improvement progress reports for all designated audiences
- And works with the board, district leaders and staff to evaluate and select strategic planning and school improvement models
- And works with board, administration, and staff to develop high fidelity district and school improvement implementation plans
- And works with the board, district leaders and staff to refine and or adapt the district and school improvement progress monitoring system as needed
- And works with the board, district leaders and staff to prepare improvement progress reports for all designated audiences
- And works with the board, district leaders and staff to train and support leaders for the district school improvement process
- Works with the board, district leaders and staff to understand and use the school and district level improvement processes
- Works with the board, district leaders and staff to follow district improvement plans
- Works with district leaders to follow the district and school improvement progress monitoring system
- Works with district leaders to follow the district progress reporting process
- Works with the board and district leaders to provide basic training and support to district personnel on the district improvement, monitoring, and reporting processes

Effective

Minimally
Effective

Ineffective

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5. Capacity Building

Number of Indicators: 6

Dimension Description:

5.A1. Indicator
Factor A: Human
Capacity
Development;
Characteristic 1:
Professional
Learning

- And develops his/her professional growth plan based on evidenced-based practice for schools and school leaders
- And contributes to local, state, or national professional learning projects or initiatives
- And ensures that district personnel are engaged in differentiated professional learning that
- And works with district leaders and staff to develop a professional learning system aligned with standards for professional learning*
- And works with district leaders and staff to evaluate the effectiveness of district professional growth and learning efforts based performance evaluations and student achievement data
- And evaluates the effectiveness of the induction, mentoring, and coaching program based on performance evaluations and student achievement data

Highly
Effective

*This approach allows the district to establish student achievements targets for the district and each school based on the student achievement data for that school. Targets can be set around fixed student achievement levels, annually adjusted student achievement levels, and/or fixed or annually adjusted levels of growth in student achievement. Where possible, School ADvance recommends that student achievement targets be set around individual student growth using a robust statistical algorithm that accounts for variability in student and other factors. This may require technical assistance through a qualified statistician or the purchase of data analysis services through a qualified source. Additionally, this approach allows the district to combine the student achievement target goals with target goals pertaining to the percentage of teachers and/or students who meet those targets. In this fashion, the above rubric can be customized based on the student achievement status of each school and/or the teacher performance status of each school.

- And updates and revises his/her personal professional growth plan based on school/district improvement data and performance evaluation feedback

Effective

- And contributes research or research findings to inform professional growth and learning for district personnel
- And ensures that district personnel are engaged in differentiated professional leaning that address building and/or district school improvement plans

- And ensures that district personnel engage with and use educational research and best practice
- And develops a collaborative professional learning culture in the district
- And works with district leaders and staff to design and implement an induction, mentoring, and coaching program for administrators and teachers

Minimally
Effective

- Develops a personal professional growth plan based on district improvement goals and evaluation feedback

- Maintains active engagement with professional organizations and other sources of professional learning

- Ensures that district personnel develop professional growth plans through the district staff evaluation process

- Actively participates in district and/or external professional learning activities

- Collaborates with others to pursue professional learning

- Seeks opportunities for personal mentoring and coaching

Ineffective

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5. Capacity Building

Number of Indicators: 6

Dimension Description:

5.A2. Indicator
Factor A: Human
Development;
Characteristic 2:
Leadership
Development

Highly
Effective

- And empowers others to lead and/or facilitate meetings, lead committees, and assume other leadership roles'
- And works with the board and district leaders to provide training, resources, and support to district (administrative and staff) leaders
- And works with the board to monitor and develop leadership capacity within the district and school community
- And, work with the board to recognize and celebrate the contributions of administrative, staff, student, parent, and community leaders

Effective

- And creates opportunities for parents, staff, students and community members to play leadership roles in district initiatives and activities
- And works with building administrators to develop a collaborative culture where all staff share responsibility and leadership for student and school success
- And develops emerging leaders through training, mentoring, coaching, and support
- And, works with district leaders and staff to create meaningful leadership roles for parent and student leaders

Minimally
Effective

- Creates opportunities for staff to be involved in the decisions that affect the day-to-day operation of the schools and district
- Works with building administrators to cultivate and recognize teacher leadership within the building
- Seeks out the best candidates for district, school and teacher leadership roles'
- Works with building administrators to develop parent and student leaders

Ineffective

-

5. Capacity Building

Number of Indicators: 6

Dimension Description:

5.A3. Indicator
Factor A: Human
Development;
Characteristic 3:
Adaptation and
Innovation

Highly
Effective

- And empowers district leaders and staff to field test and evaluate innovative and adaptive ideas for achieving district and school goals
- And engages district leaders and staff to work with students, parents, and community members in developing ideas for innovative and adaptive strategies to achieve district goals
- And works with the community, ISD/ESA, professional associations, and other public and private entities to explore and identify innovative and adaptive initiatives to achieve district and community goals

Effective

- And works with the board to recognize and reward creators and implementers of innovations and adaptations that work
- And creates opportunities for district leaders and staff to offer innovative and adaptive ideas to achieve district and school goals
- And creates opportunities for students, parents, and community members to offer innovative and adaptive ideas to achieve district and school goals
- And creates opportunities for district leaders and staff to explore outside the district for innovative and adaptive ideas for achieving district goals'
- And works with district leaders and staff to disseminate and sustain innovations and adaptations that work

Minimally
Effective

- Recognizes innovative and adaptive ideas offered by district leaders and staff to achieve district goals
- Recognizes innovative and adaptive ideas offered by students, parents, and community members to achieve district goals
- Seeks out and shares innovative and adaptive ideas from outside of the district
- Ensures that innovations and adaptations are evaluated

Ineffective

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5. Capacity Building

Number of Indicators: 6

Dimension Description:

5.A4. Indicator Factor A: Human Development; Characteristic 4: Performance Evaluation	Highly Effective	<ul style="list-style-type: none"> • And establishes a system to monitor and evaluate district performance evaluation practices • And works with district leaders to empower staff through the use of performance portfolios, peer observations, mentoring and coaching, and shared problem solving to improve staff performance • And convenes discussions with district leaders and staff about observed classroom practices and the impact of those practices on students • And works with the board to establish and use a system/process for board evaluation that aligns with other district performance evaluation processes
	Effective	<ul style="list-style-type: none"> • And assists district leaders and staff in understanding and participating appropriately in state and local procedures for staff and administrator performance evaluation • And works with district leaders to involve staff as partners in the creation of Individual Development Plans (IDPs) • And provides training and coaching for district leaders to improve their observation and evaluation skills • And works with the board to establish and use a system/process for superintendent evaluation and feedback that aligns with other district performance evaluation processes
	Minimally Effective	<ul style="list-style-type: none"> • Ensures that the district follows state and local procedures for staff and administrator performance evaluation • Ensures the district develops Individual Development Plans (IDPs) as needed to improve staff performance • Works with district leaders to establish processes for classroom observations and feedback • Solicits feedback on his or her own performance
	Ineffective	-
5.B1. Indicator Factor B: Contextual and Political; Characteristic 1: Contextual and Political Awareness	Highly Effective	<ul style="list-style-type: none"> • And shares pertinent community information with the board and other community leaders • And shares pertinent information about state and federal education policy with the board and other community leaders • And shares pertinent information about local, state laws and pending legislation with the board and other community leaders • And participates in the state and federal legislative process through professional associations, other political action or policy entities, and direct communications with officials and legislators
	Effective	<ul style="list-style-type: none"> • And shares pertinent community information with district leaders and staff • And shares pertinent information about state and federal education policy with district leaders and staff • And shares pertinent information about local, state laws and pending legislation with district leaders and staff • And assists the board and community leaders in becoming acquainted with local, state, and federal officials and legislators • Maintains current knowledge about the community through relevant information sources and engagement
	Minimally Effective	<ul style="list-style-type: none"> • Maintains current knowledge about state and federal education policy through relevant information sources and engagement with state and federal policy leaders • Maintains current knowledge about local, state, and federal laws and pending legislation
	Ineffective	-

5. Capacity Building

Number of Indicators: 6

Dimension Description:

5.B2. Indicator

Factor B: Contextual
and Political;
Characteristic 2:
Education and
Advocacy

Highly
Effective

- And assists the board advocating their positions to community leaders, and state and federal legislators, and government officials
- And assists parents, local community members, and community leaders in providing input to legislators on pending legislation
- And educates parents, community members and local officials regarding critical concerns for students in developing positions on education policy and legislation

Effective

- And assists the board in communicating and explaining positions on education issues to the internal and external school community
- And assists the board in providing input to legislators on pending legislation
- And works with the board, district leaders and staff to consider the best interests of students in developing district positions on education policy and legislation

Minimally
Effective

- Assists the board in examining education issues and considering possible positions
- Provides direct input to legislators on pending legislation
- Considers the best interests of students in developing positions on education policy and legislation

Ineffective

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